भाग 2

कक्षा दो के लिए हिंदी की पाठ्यपुस्तक

संयुक्ता लूदरा
सत्येंद्र वर्मा

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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सर्वाधिकार सुरक्षित

- प्रकाशक की पूर्व अनुमति के बिना इस प्रकाशन के किसी भाग को छापना तथा इलेक्ट्रॉनिकी, मशीनी, फोटोप्रतिलिपि, रिकॉर्डिंग अथवा किसी अन्य विधि से पुन: प्रयोग पद्धति द्वारा उसका संग्रहण अथवा प्रसारण वर्जित है।
- इस पुस्तक की बिक्री इस शर्त के साथ की गई है कि प्रकाशक की पूर्व अनुमति के बिना यह पुस्तक अपने मूल आवरण अथवा जिल्द के अलावा किसी अन्य प्रकार से व्यापार द्वारा उधारी पर, पुनर्विक्रय या किराए पर न दी जाएगी, न बेची जाएगी।
- इस प्रकाशन का सही मूल्य इस पृष्ठ पर मुद्रित है। रबड़ की मुहर अथवा चिपकाई गई पर्ची (स्टिकर) या किसी अन्य विधि द्वारा अंकित कोई भी संशोधित मूल्य गलत है तथा मान्य नहीं होगा।

एन.सी.ई.आर.टी. के प्रकाशन विभाग के कार्यालय

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प्रकाशन विभाग में सचिव, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, श्री अरविंद मार्ग, नई दिल्ली-110 016 द्वारा प्रकाशित तथा राज प्रिंटिंग वर्क्स, 44, चांदनी चौक, दिल्ली-110 006 द्वारा मुद्रित।

प्राक्कथन

भाषा मनुष्य के वैयक्तिक और सामाजिक जीवन के विकास के लिए सबसे उपयोगी साधन है, इसलिए भाषा सीखना व्यक्ति की मूलभूत आवश्यकता है। यह एक सहज प्रक्रिया है। भाषा की शिक्षा के बिना मनुष्य का सामाजिक और बौद्धिक विकास पूर्ण नहीं होगा। भाषा का प्रवाह व्यक्ति और समाज में निरंतर चलता रहता है। भाषा-शिक्षण का मुख्य उद्देश्य विद्यार्थियों को इस योग्य बना देना है, जिससे वे भाषा के प्रवाह में स्वयं तैर सकें।

पाठ्यचर्या, पाठ्यक्रम और पाठ्य-सामग्री का निर्माण एक सतत प्रक्रिया है। राष्ट्रीय शिक्षा नीति 1986 के तहत परिषद् ने नवीन पाठ्यपुस्तकों के निर्माण की जो ृंखला प्रारंभ की थी, उसमें बाल भारती भाग 2 प्राथमिक कक्षाओं में मातृभाषा हिंदी पढ़ाने के लिए निर्मित पुस्तक की दूसरी कड़ी है। इस पुस्तक का प्रथम संस्करण वर्ष 1988 में प्रकाशित किया गया था। सन् 2000 में परिषद् द्वारा विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा निर्मित की गई और उसके आधार पर पाठ्यक्रमों का निर्माण किया गया । इस पाठ्यचर्या और पाठ्यक्रम का मुख्य उद्देश्य है - बस्ते के बोझ को कम करना, पाठ्य-सामग्री को अद्यतन बनाना और मूल्यपरक शिक्षा प्रदान करना। परिषद् ने पाठ्यचर्या और पाठ्यक्रमों को आधार बनाकर विभिन्न-विषयों में नई पाठ्यपुस्तकों का निर्माण तथा अन्य पाठ्य-सामग्री में संशोधन, परिवर्धन का कार्य आरंभ किया है।

इसी आधार पर बाल भारती भाग 2 में यथा-आवश्यक संशोधन किया गया है। प्रस्तुत पुस्तक को संशोधित करते समय ध्यान रखा गया है कि पाठ्यक्रम के बोझ को कम किया जा सके तथा पाठ्य-सामग्री को नई पाठ्यचर्या के परिप्रेक्ष्य में अद्यतन बनाया जा सके।

प्रस्तुत पुस्तक में पाठ्य-सामग्री के माध्यम से प्रयास किया गया है कि बच्चों में भाषा सीखने के प्रति रुचि उत्पन्न हो सके, साथ ही अधिगम प्रक्रिया आनंददायी बन सके और भाषा कौशलों का सम्यक् विकास हो सके।

इस पुस्तक के निर्माण का मुख्य उद्देश्य कक्षा 2 में पढ़ने वाले बच्चों में संयुक्ताक्षरों से बनने वाले शब्दों, उनसे निर्मित वाक्यों तथा ऐसे वाक्यों से निर्मित सरल पठन-सामग्री को पढ़ने का कौशल विकसित करना है। साहित्य की विविध-विधाओं के कुछ सरल रूपों - कविता, कहानी, पहेली, वर्णन और निबंध आदि के माध्यम से इस पुस्तक में सामग्री को प्रस्तुत किया गया है। यह भी ध्यान रखा गया है कि विद्यार्थियों में पठित सामग्री के आधार पर चिंतन की योग्यता भी विकसित हो सके।

जिन विचारों एवं मानव मूल्यों पर अधिक बल दिया गया है, उनमें कुछ इस प्रकार हैं - देश प्रेम, राष्ट्रीय एकता, वैज्ञानिक दृष्टिकोण का विकास, सामाजिक सहयोग, पर्यावरण संरक्षण, पारस्परिक सद्भाव, समूह के प्रति उत्तरदायित्व की भावना, भारतीय संस्कृति एवं इतिहास का ज्ञान, सच्चाई, सफ़ाई, अनुशासन, समय-पालन, खेल भावना, साहस, श्रम का महत्त्व, स्वास्थ्य, सभी धर्मों के प्रति आदर का भाव आदि।

आशा है कि विषय, विधा तथा प्रस्तुतीकरण की दृष्टि से बाल भारती भाग 2 के इस नवीन संशोधित संस्करण का विद्यार्थियों और शिक्षकों द्वारा स्वागत होगा।

प्रस्तुत पुस्तक को और अधिक उपयोगी बनाने के लिए विद्यार्थियों, अध्यापकों और भाषाविदों द्वारा भेजे गए सुझावों का हम सदैव स्वागत करेंगे।

जगमोहन सिंह राजपूत
निदेशक
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

नई दिल्ली
जनवरी 2003

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्त्तव्य

अनुच्छेद 51क

मूल कर्त्तव्य – भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह -

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे,

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे,

(ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे,

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे,

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे, जो महिलाओं के सम्मान के विरुद्ध हों,

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे,

(छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे,

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे,

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे, और

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाइयों को छू सके।

शिक्षकों के लिए

बाल भारती पुस्तकमाला की यह दूसरी पुस्तक है। पहली पुस्तक समाप्त करते-करते बच्चों में सभी स्वर, व्यंजन, मात्राएँ, संयुक्ताक्षर तथा उनसे बनने वाले कई सौ शब्द पढ़ने की योग्यता विकसित हो जाती है। कुछ संयुक्त व्यंजनों का ज्ञान दृश्य शब्दों के रूप में पहली पुस्तक में दिया जा चुका है। इस पुस्तक में विशेष रूप से संयुक्त व्यंजनों को सिखाने का प्रयत्न किया गया है। इससे बच्चों में हिंदी भाषा के कई हज़ार शब्दों को पढ़ने की योग्यता का विकास हो पाएगा। जहाँ-कहीं नई लिपि-संकेत दिए गए हैं, वहाँ उनका कई बार प्रयोग करके बच्चों का ज्ञान दृढ़ करने का प्रयास किया गया है। बाद में भी उनकी यथास्थान आवृत्ति की गई है। नए शब्दों और वाक्यांशों की भी इसी प्रकार आवृत्ति की गई है, जिससे बच्चों के पढ़ने की गति तीव्र हो सके। वास्तव में यह पाठ्यपुस्तक विभिन्न भाषिक कौशलों को सिखाने का साधन है।

पुस्तक पढ़ाने के लिए कुछ सुझाव

दूसरी कक्षा तक आते-आते बच्चों की स्वाभाविक झिझक काफ़ी कम हो जाती है और वे पाठशाला के परिवेश से पूर्णतया परिचित हो जाते हैं। उनमें कुछ समय तक एक स्थान पर बैठने और अध्यापक अथवा किसी साथी द्‌वारा कही गई बात को धैर्यपूर्वक सुनने की योग्यता भी आ जाती है। शिक्षक को चाहिए कि बच्चों में धैर्यपूर्वक सुनने की आदत का सायास विकास करें, साथ ही उन्हें लगातार सक्रिय बनाए रखें।

बालक/बालिकाएँ जाने पहचाने शब्दों का वाक्यों में सप्रवाह प्रयोग कर सकें, वे छोटी-छोटी कविताएँ, कहानियाँ सुना सकें तथा संवाद आदि में सक्रिय भाग ले सकें, इसके लिए उन्हें प्रोत्साहित करें। पाठों के अतिरिक्त अपने परिवेश में घटित होने वाली घटनाओं पर वे खुलकर चर्चा कर सकें, इसके लिए प्रश्न पूछकर उन्हें सक्रिय रखें। उदाहरण के लिए परिवेश में कोई त्योहार, विवाह अथवा अन्य कोई पारिवारिक आयोजन, अनाज बोना और फसल काटना, वर्षा होना, किसी व्यक्ति का गाँव अथवा शहर में आना आदि प्रतिदिन के स्वाभाविक विषयों पर बिना किसी झिझक के बातचीत करने के लिए बच्चों को प्रोत्साहित कीजिए।

दूसरी कक्षा तक आते-आते बोलियों का प्रभाव कुछ कम हो जाता है और बच्चों का झुकाव हिंदी भाषा के परिनिष्ठित रूप की ओर होने लगता है। जिन बच्चों में अभी भी हिंदी में बात करने अथवा प्रश्न का उत्तर देते समय अपनी बोली का प्रयोग करने की प्रवृत्ति हो, उनकी ओर विशेष ध्यान दें। समय-समय पर उनका ध्यान भाषा के मानक और परिनिष्ठित रूप की ओर दिलाएँ, जिससे वे बोलियों के प्रभाव से अधिकाधिक मुक्त हो सकें।

बालक/बालिकाओं को साहित्य की विविध विधाओं से परिचित कराने के उद्‌देश्य से पुस्तक में कविता, कहानी, वर्णन, वार्तालाप आदि विधाओं में पाठ प्रस्तुत किए गए हैं। एक पाठ में पहेलियाँ भी दी गई हैं। इस पुस्तक के माध्यम से बच्चे अन्य विषयों की पठन-सामग्री को पढ़ने की योग्यता भी प्राप्त कर सकेंगे।

आदर्श पाठ योजना

भाषायी योग्यताओं के विकास में बच्चों को सहायता देने के लिए क्रमिक सोपानों में पाठों की सुव्यवस्थित योजना बनाना बहुत आवश्यक है। पाठ-योजना में वे सभी पहलू सम्मिलित होने चाहिए, जो बच्चों को पढ़ना सीखने में गति तथा क्षमता विकसित करने में सहायता देने के उद्‌देश्य से बनाए गए हों। ऐसी पाठ-योजना के सोपान इस प्रकार हो सकते हैं :

1. **पाठ की तैयारी : पाठ-योजना का प्रारूप तैयार करना** - पाठ के आरंभ में उचित पृष्ठभूमि का निर्माण आवश्यक है, जिससे बच्चों का ध्यान पाठ के मुख्य विचार की ओर जा सके। उदाहरण के लिए *ऐसे सूरज आता है* पाठ कविता के रूप में है। इसे पढ़ाने से पहले बच्चों के पूर्वज्ञान तथा अनुभवों पर चर्चा की जा सकती है। वे कक्षा एक में चंदा मामा शीर्षक कविता पढ़ चुके हैं। उनसे चाँद के बारे में बातचीत करते हुए प्रश्न पूछें और उनसे प्राप्त उत्तरों के आधार पर बताने को कहें - दिन में रोशनी कौन फैलाता है, सूरज किस दिशा से निकलता है, कब डूबता है, आदि। वार्तालाप द्वारा बच्चों को नवीन ज्ञान ग्रहण करने के लिए मानसिक रूप से तैयार किया जा सकता है। उदाहरण के लिए बच्चे *कबूतर और जाल* शीर्षक कहानी से कक्षा एक में चित्र-कथा के माध्यम से परिचित हो चुके हैं। उसके आधार पर पाठ की तैयारी की जा सकती है। वे कबूतर पक्षी के बारे में जानते हैं और जाल की भी उन्हें जानकारी होगी। कबूतर की आदतों और उसके भोजन के बारे में चर्चा करते हुए उन्हें कहानी की घटनाओं को जानने के लिए उत्सुक बनाया जा सकता है।

2. **नवीन शब्द परिचय :** इस सोपान में यह निश्चित कर लेना उपयोगी होता है कि बच्चों ने प्रत्येक नए शब्द का पूर्ण रूप से अर्थ समझ लिया है और उसकी आकृति को पहचान लिया है। बच्चों को ऐसे शब्द अर्थपूर्ण संदर्भों में बोलकर सुनाए जाते हैं और तब उन्हें श्यामपट पर लिखा जाता है, जिससे वे उन्हें देख सकें और अपने मन में उनकी बनावट ग्रहण कर सकें। बच्चों को शब्द, उनके अर्थ, उनकी ध्वनि तथा उनके स्वरूप को पहचानने में सहायता देने के लिए विभिन्न उपायों द्वारा पर्याप्त अभ्यास कार्य देना आवश्यक होगा। शब्द परिचय के लिए एक उदाहरण लें। *साहसी बालक* शीर्षक पाठ में पूर्णचंद्र, लट्ठे, प्रतिदिन, झोंपड़ी आदि नए और कठिन शब्दों का प्रयोग है। इनमें अधिकतर संयुक्त व्यंजन वाले शब्द हैं। इन शब्दों का स्पष्ट उच्चारण बताकर बच्चों से बार-बार बुलवाइए। र के कई रूपों को उदाहरण देकर स्पष्ट करें, जैसे – *पूर्ण, वर्षा, प्रतिदिन, समुद्र* आदि। इसी प्रकार *चंदा* और *बाँस* जैसे शब्दों का उच्चारण करवाकर अनुस्वार (ं) और अनुनासिक (ँ) ध्वनियों का अंतर स्पष्ट कीजिए। इन नए और कठिन शब्दों को श्यामपट पर लिखकर पढ़वाइए। नए शब्दों का परिचय हमेशा अर्थपूर्ण संदर्भ में दीजिए, यानी वाक्य - प्रयोग द्वारा दीजिए, जैसे – पृथ्वी का अर्थ धरती न कहकर उसका वाक्य बनाएँ, जिससे अर्थ स्वयं स्पष्ट हो जाए। समान अर्थ वाले और उलटे अर्थवाले शब्द भी शब्दार्थ ग्रहण करने में सहायक होते हैं। पृथ्वी और धरती का अर्थ ज़मीन शब्द के प्रयोग द्वारा दें, क्योंकि बच्चा ज़मीन पहले से जानता है।

3. **वाचन :** इस सोपान में पहले बच्चों से अपनी पुस्तकें खोलने और पाठ का सही पृष्ठ निकालने के लिए कहा जाता है। शिक्षक/शिक्षिकाएँ पहले स्वयं आदर्श वाचन करें। अनुकरण वाचन करवाएँ और शुद्ध उच्चारण पर बल दें। सस्वर वाचन एक महत्त्वपूर्ण सोपान है, क्योंकि बालक/बालिकाएँ इस समय पहली बार अर्थपूर्ण इकाइयों के पठन से परिचित होते हैं। पठन के बीच-बीच में प्रश्न पूछकर ज्ञात करें कि बच्चे समझकर पढ़ रहे हैं। बीच-बीच में सभी बच्चों की भागीदारी सुनिश्चित करने के लिए प्रत्येक बच्चे को पाठ का अंश पढ़ने का अवसर दें। पाठ में दिए गए चित्रों पर विविध प्रश्न पूछें और पाठ में घटी घटनाओं से उनका संबंध स्थापित करें।

   पाठ पर आधारित विशिष्ट प्रकार के प्रश्न पूछकर सस्वर पठन को उद्देश्यपूर्ण बनाया जा सकता है। उदाहरण के लिए, उनसे कहा जा सकता है कि वह पंक्ति पढ़ो, जिसमें बताया गया है कि कबूतर रात भर कहाँ आराम करते थे अथवा वे पंक्तियाँ पढ़ो, जिनमें बताया गया है कि कबूतर नीचे उतरने लगे, तो बूढ़े कबूतर ने उन्हें रोका, आदि। बच्चों को उचित विराम, और स्वर के साथ पढ़ने के लिए प्रोत्साहित करें। बीच-बीच में वार्तालाप शैली में संवाद पढ़ने और अभिनयात्मक ढंग से पढ़ने पर भी बल दें।

4. **पढ़ने की कुशलताओं का विकास :** बच्चों को अधिक गति से और सरलता से पढ़ना सीखने में सहायता देने के लिए कुछ विशेष प्रकार की कुशलताओं को सुव्यवस्थित ढंग से विकसित करना आवश्यक होता है। सामान्य रूप से ये कुशलताएँ दो प्रकार की होती हैं – अर्थ-ग्रहण और शब्द बोध। शिक्षकगण प्रत्येक पाठ के अंत में दिए हुए अभ्यासों तथा अभ्यास पुस्तिका में दिए गए अभ्यास, अध्यापन संकेतों की मदद से कराएँ और देखें कि बच्चों ने उन्हें कितनी सावधानी से और कहाँ तक सही-सही किया है। इनके अतिरिक्त शिक्षक/शिक्षिकाएँ स्वयं ऐसे अभ्यास तैयार करें, जो बच्चों में पढ़ने की अपेक्षित कुशलताएँ विकसित करने में सहायक हों। शब्द बोध के लिए कार्ड बनाएँ और विभिन्न क्रियाकलापों में इनका उपयोग करें। वाक्य-फीतियों तथा चित्र-कार्डों का भी प्रयोग करें।

5. **अनुभव-विस्तार के क्रियाकलाप :** बच्चों द्वारा पाठ या कहानी का समझ के साथ पठन पूरा हो जाने के बाद भी उनके ज्ञान तथा अनुभव में विस्तार की अनेक संभावनाएँ रहती हैं। शिक्षक को इन संभावनाओं की पहचान कर उनका लाभ उठाने का प्रयत्न करना होगा। उदाहरण के लिए कबूतर, गिलहरी आदि के बारे में बच्चे पाठ पढ़ चुके हैं। चर्चा के माध्यम से उन्हें पक्षियों, उनकी आदतों, उनके भोजन, उनके रहने के स्थान आदि की जानकारी कराई जा सकती है, जिसका संबंध विशेष रूप से विज्ञान विषय से है। गिलहरी के बारे में चर्चा के साथ पेड़ पर या झाड़ियों में रहने वाले अन्य जीव-जंतुओं की जानकारी भी कराई जा सकती है। दाँतों की सफ़ाई पाठ से भोजन के पोषक तत्त्वों, भोजन के बारे में सावधानियों आदि की चर्चा करते हुए स्वास्थ्य रक्षा, स्वच्छता के महत्त्व आदि का ज्ञान कराया जा सकता है। भाषा-शिक्षक को यह सदा स्मरण रखना चाहिए कि भाषा-शिक्षण में विभिन्न विषयों से संबंध जोड़ने की अधिकाधिक संभावनाएँ रहती हैं।

सुव्यवस्थित पाठ-योजना के अनुसार शिक्षण करने के साथ ही शिक्षक/शिक्षिका को इस प्रकार के क्रियाकलाप कराने के संबंध में निरंतर प्रयत्नशील रहना होगा, जिनसे बच्चों में भाषा की अपेक्षित योग्यताओं का समुचित विकास हो सके। इस दृष्टि से पाठों में दी गई कहानियों, संवादों आदि का अभिनय कराना उचित होगा। उदाहरण के लिए *कबूतर और जाल, चींटी और हाथी, आसमान गिरा, हंस किसका* आदि पाठों के अंशों का या पूरे पाठ का अभिनय कराया जा सकता है।

क्रियाकलापों के संदर्भ में यह ध्यान रखें कि यथासंभव वस्तुओं आदि को वास्तविक रूप में कक्षा में दिखाएँ और यदि यह संभव न हो, तो जीव-जंतुओं, वस्तुओं आदि के मॉडल या चित्रों का प्रयोग करें। बच्चों के समूह बनाकर क्रियाएँ कराने में वे उनमें सक्रिय होकर रुचिपूर्वक भाग लेंगे।

शब्दों के खेल रोचक होने के साथ ही बच्चों का भाषा ज्ञान बढ़ाने में सहायक होते हैं। खेल, पहेलियाँ बुझाना, चुटकुले सुनाना, समूहगान, क्रियागान, कागज़, मिट्टी या लुगदी से खिलौने बनाना, चित्र बनाना आदि क्रियाओं से कक्षा में कम बोलने वाले बच्चे भी प्रोत्साहित होते हैं और उनमें भाग लेने के लिए तत्पर रहते हैं।

इस प्रकार के क्रियाकलाप करवाते समय बच्चों के उच्चारण की ओर विशेष रूप से ध्यान दें। यदि कुछ ध्वनियों के उच्चारण में सूक्ष्म भेद को स्पष्ट नहीं किया गया और पर्याप्त अभ्यास नहीं कराया गया, तो बच्चों के उच्चारण में कमियाँ रह जाती हैं। अतः कुछ विशिष्ट ध्वनियों, जैसे – **इ-ई, ए-ऐ, ओ-औ, क-ख, ण-न, श-स, व-ब, छ-क्ष, द-ध** आदि के उच्चारण पर विशेष ध्यान दें। इस पुस्तक में संयुक्त व्यंजनों का विशेष ज्ञान कराया गया है। बच्चों को उनके उच्चारण और लिखित रूप का बार-बार अभ्यास कराएँ।

प्रारंभिक कक्षाओं में अक्षरों की बनावट तथा सुंदर लिखावट की ओर भी विशेष ध्यान देने की आवश्यकता है। एक बार लिखावट दृढ़ हो जाने पर उसमें सुधार लाना कठिन होता है। अतः इस कक्षा में बच्चों का ध्यान सुंदर और सुडौल अक्षर लिखने की ओर आकर्षित करें। वे छोटे-छोटे वाक्य बनाकर लिख सकें, प्रश्नों के उत्तर एक-दो वाक्यों में लिखकर दे सकें तथा किसी परिचित विषय पर पाँच-छह वाक्य लिख सकें • इस योग्यता का विकास दूसरी कक्षा के अंत तक अवश्य हो जाना चाहिए।

पाठ पढ़ाते समय बीच-बीच में बच्चों से कहानी से संबंधित प्रश्न भी पूछने चाहिए, जिससे पाठ के संबंध में उनकी उत्सुकता बनी रहे और वे उसके शेष भाग को पढ़ने में रुचि ले सकें। कविता पढ़ाने का मुख्य उद्देश्य यहाँ कविता की लय और तान से परिचित कराना है, न कि उसका अर्थ समझाना। जहाँ कहीं कविता का भाव बच्चों को स्पष्ट न हो, वहाँ प्रश्नोत्तर द्वारा उसे स्पष्ट करें। पाठ्यपुस्तक में दी गई कविताओं के अतिरिक्त कुछ अन्य कविताएँ भी कंठस्थ करवाएँ। कविता याद करने तथा सुनाने के लिए है। इससे संबंधित कोई भी प्रश्न लिखित परीक्षा में न पूछा जाए। बच्चे व्यक्तिगत रूप में या समवेत स्वर में उचित भाव-भंगिमा के साथ कविता गाएँ।

पाठों के अंत में दिए गए अभ्यासों की भाँति अन्य अभ्यास भी करवाए जा सकते हैं, जिनसे बच्चों में भाषा की अपेक्षित योग्यताओं का विकास हो सके। इस दृष्टि से इस पुस्तक के साथ अभ्यास पुस्तिका का भी निर्माण किया गया है, जिसमें प्रत्येक अभ्यास के उद्देश्य स्पष्ट रूप से लिखे गए हैं। जिन बच्चों को किसी विशेष कुशलता को ग्रहण करने में कठिनाई हो, उन्हें उसी प्रकार के अतिरिक्त अभ्यास देकर कुशलता को दृढ़ करें। अभ्यास पुस्तिका के प्रयोग से बच्चों की भाषा-योग्यताओं के विकास तथा दृढ़ीकरण में विशेष सहायता मिल सकेगी।

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गांधी जी का जंतर

तुम्हें एक जंतर देता हूँ। जब भी तुम्हें संदेह हो या तुम्हारा अहम् तुम पर हावी होने लगे, तो यह कसौटी आज़माओ :

जो सबसे गरीब और कमज़ोर आदमी तुमने देखा हो, उसकी शक्ल याद करो और अपने दिल से पूछो कि जो कदम उठाने का तुम विचार कर रहे हो, वह उस आदमी के लिए कितना उपयोगी होगा। क्या उससे उसे कुछ लाभ पहुँचेगा? क्या उससे वह अपने ही जीवन और भाग्य पर कुछ काबू रख सकेगा? यानी क्या उससे उन करोड़ों लोगों को स्वराज्य मिल सकेगा, जिनके पेट भूखे हैं और आत्मा अतृप्त है?

तब तुम देखोगे कि तुम्हारा संदेह मिट रहा है और अहम् समाप्त होता जा रहा है।

मो. क. गांधी

विषय सूची

1. प्यारा भारत

यहीं हिमालय-सा पहाड़ है,
यहीं गंग की धारा है।
यमुना लहराती है सुंदर,
भारत कितना प्यारा है!

फल-फूलों से भरी भूमि है,
खेतों में हरियाली है।
आमों की डालों पर बैठी,
गाती कोयल काली है।

अध्यापन संकेत : कविताएँ गाने और याद करने के लिए हैं। आप स्वयं कविता को कई बार उचित लय, तान और भाव-भंगिमा से पढ़ें। बच्चे सुनें और दोहराएँ। बार-बार कविता सुनाएँ और सुनें। इस प्रकार पूरी कविता याद कराएँ। पाठ्यपुस्तक की सभी कविताएँ इसी प्रकार कराएँ। कविता के अर्थ को केवल सरल प्रश्नों द्वारा ही स्पष्ट करें। सीधे-सीधे पंक्तियों के अर्थ न बताएँ। बच्चों का ध्यान उन शब्दों की ओर आकर्षित करें जिनकी तुक मिलती हो, जैसे – ***धारा-प्यारा, बनाया-खाया*** आदि। प्रश्नों के माध्यम से कविता के मूल भाव पर ध्यान दिलाते हुए देश की सुंदरता का बोध कराएँ और अपनी मातृभूमि से प्रेम करने की भावना जागृत करें।

बच्चो, माँ ने पाल-पोसकर,
तुमको बड़ा बनाया है!
लेकिन यह मत भूलो तुमने,
अन्न कहाँ का खाया है!

तुमने पानी पिया कहाँ का,
खेले मिट्टी में किसकी !
चले हवा में किसकी! बोलो,
बच्चो, प्यारे भारत की।

— गिरिजा दत्त शुक्ल 'गिरीश'

बताओ

इस कविता को याद करो।

(क) हमारे देश का क्या नाम है?

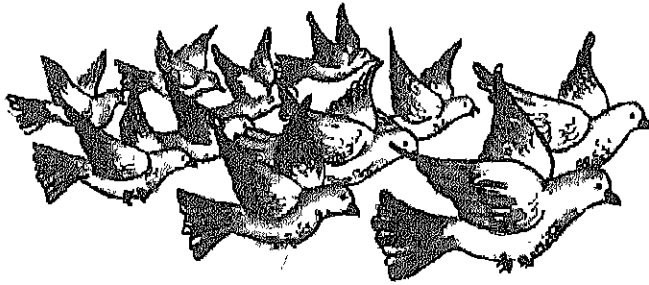
(ख) यहाँ कौन-कौन-सी नदियाँ हैं?

(ग) आपको अपना देश क्यों अच्छा लगता है?

पढ़ो और समझो

भूमि	=	ज़मीन	अन्न	=	अनाज
गंग	=	गंगा	यमुना	=	यमुना नदी

2. कबूतर और जाल

पीपल	कबूतर	भोजन	धरती	
चिल्लाना	बहेलिया	ज़ोर	इशारा	
मित्र	उन्हें	मदद	क्षमा	धन्यवाद

जंगल में पीपल का एक पेड़ था। पेड़ पर बहुत से कबूतर रहते थे। कबूतर दिनभर भोजन की खोज में घूमते रहते। रात होने पर वे सब पीपल के पेड़ पर लौट आते।

अध्यापन संकेत : हाव-भाव तथा स्वर के उतार-चढ़ाव द्वारा, अभिनयात्मक ढंग से कहानी सुनाएँ। पाठ में आए नए शब्दों का प्रयोग कहानी कहते समय करें। इस पाठ में कुछ संयुक्त व्यंजनों का प्रयोग है, जिन्हें पहले व्यंजन की पाई हटाकर, दूसरे व्यंजन के साथ जोड़ा गया है, जैसी – ल्ल, न्य, न्ह। इन सयुंक्त व्यंजनों से बनने वाले शब्दों को श्यामपट पर लिखकर उनका उच्चारण करवाएँ। संयुक्त व्यंजन के लिखित रूप पर ध्यान दिलाएँ। ज़ और फ़ से अंतर स्पष्ट करने के लिए जलेबी-ज़मीन, फल-साफ़ जैसे शब्दों के उदाहरण दें। ड और ड़, ढ और ढ़ ध्वनियों के उच्चारण और लिखित रूप का अंतर स्पष्ट करें।

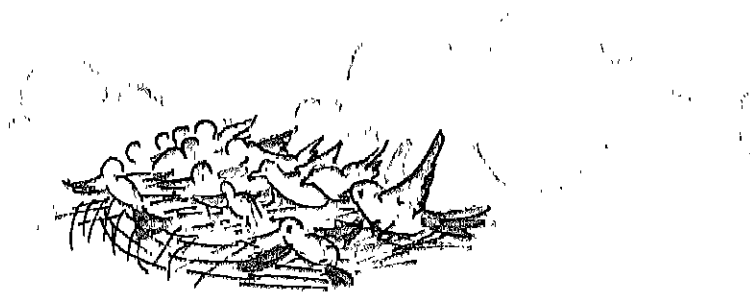
एक दिन की बात है। कबूतर भोजन की खोज में गए। थोड़ी दूर उड़ने पर एक छोटा कबूतर बोला, "देखो, उधर देखो। कितना दाना बिखरा पड़ा है। धरती पर कितना दाना बिखरा पड़ा है।"

सभी कबूतर उधर देखने लगे। उन्हें धरती पर बहुत-सा दाना दिखाई पड़ा। वे धीरे-धीरे नीचे उतरने लगे।

तभी एक बूढ़ा कबूतर बोला, "ठहरो, ठहरो। अभी वहाँ मत जाओ। जंगल में इतना दाना कहाँ से आया?"

दूसरा कबूतर बोला, "कहीं से भी आया हो। आओ, हम सब मिलकर दाना खाएँ।"

कबूतर धरती पर उतरने लगे। वे दाना चुगने लगे। पर बूढ़ा कबूतर उनके साथ नहीं गया। वह दूर से ही देखता रहा। कबूतरों

इनका बार-बार उच्चारण करवाएँ तथा लिखवाएँ। ड़ और ढ़ शब्द के शुरू में नहीं आते। ***ध्यान दिलाएँ*** : मिलजुल कर करने से सभी काम आसान हो जाते हैं। हमें दूसरों की मदद करनी चाहिए। हमें बड़ों का कहना मानना चाहिए। ***चर्चा करें*** : सभी कबूतरों ने बूढ़े कबूतर से क्षमा क्यों माँगी? कहानी का अभिनय करवाएँ। ध्यान रखें कि कक्षा के सभी बच्चे इस तरह के क्रियाकलापों में भाग लें।

ने पेटभर दाना खाया। अब वे उड़ना चाहते थे, पर उड़ न सके। वे जाल में फँस गए थे।

कबूतर चिल्लाने लगे, "बचाओ, बचाओ। हम जाल में फँस गए हैं।"

तभी एक कबूतर चिल्लाया, "उधर देखो, अरे, अरे, वह तो बहेलिया है। वह हमें पकड़ने आ रहा है।"

बूढ़ा कबूतर बोला, "घबराओ मत। सब मिलकर ज़ोर लगाओ। जाल को लेकर एक साथ उड़ चलो।"

सभी कबूतरों ने मिलकर ज़ोर लगाया। जाल कुछ ऊँचा उठा। कबूतरों ने और ज़ोर लगाया।

अब कबूतर जाल लेकर उड़ने लगे। बूढ़ा कबूतर आगे-आगे उड़ रहा था। सब कबूतर उसके पीछे थे।

बूढ़ा कबूतर उन्हें लेकर बहुत दूर उड़ गया। उसने एक पेड़ की तरफ़ इशारा किया। वह बोला, "यहाँ एक चूहा रहता है। वह मेरा मित्र है। वह हमारी मदद करेगा। यहीं उतर जाओ।"

बूढ़े कबूतर ने चूहे को बुलाया। चूहे ने जाल काट दिया। कबूतर जाल से निकल आए। उन्होंने चूहे को धन्यवाद दिया। सभी कबूतरों ने अब बूढ़े कबूतर से क्षमा माँगी और उसे धन्यवाद दिया।

पढ़ो और बताओ, कौन-कौन-सी बात सही है?

(क) बूढ़ा कबूतर बोला, "चूहा मेरा मित्र है।"

(ख) जंगल में नीम का एक पेड़ था।

(ग) बूढ़ा कबूतर चतुर था।

(घ) कबूतर जाल में फँस गए।

(ङ) बूढ़े कबूतर ने सबसे क्षमा माँगी।

वाक्य पूरे करो

दाना   धरती   मदद   क्षमा   जाल

(क) बहुत-सा दाना __________ पर बिखरा था।

(ख) जंगल में इतना __________ कहाँ से आया?

(ग) कबूतर __________ में फँस गए थे।

(घ) चूहा हमारी __________ करेगा।

(ङ) कबूतरों ने बूढ़े कबूतर से __________ माँगी।

वाक्य बनाओ

कबूतर	जाल काट दिया।
चूहे ने	आगे-आगे उड़ रहा था।
कबूतरों ने	पीपल के पेड़ पर रहते थे।
बूढ़ा कबूतर	चूहे को धन्यवाद दिया।

पढ़ो और लिखो

पिल्ला गुल्ली बिल्ली चिल्लाना

नन्हा इन्हें उन्हें उन्होंने

कन्या न्याय धन्य धन्यवाद

पढ़ो

ज	=	जवाब	जाल	राजा
ज़	=	ज़मीन	कागज़	दरवाज़ा
फ	=	फल	फूल	मूँगफली
फ़	=	तरफ़	सफ़ाई	माफ़
ड़	=	पेड़	बड़ा	लड़का
ढ़	=	पढ़ना	बूढ़ा	चढ़ना

3. गिलहरी

अचानक	**पत्थर**	**प्यारी**	**भाइयों**
मूँगफली	**कुतर**	**शरीर**	**धारियाँ**
रुक	**मुलायम**	**फुरतीली**	**चमकीली**

रमेश और सुधीर दो भाई थे। एक दिन वे पेड़ के नीचे खेल रहे थे। अचानक सुधीर बोला, "भैया। वह देखो, गिलहरी।" यह कहकर सुधीर ने पत्थर उठा लिया।

रमेश ने कहा, "नहीं, नहीं। पत्थर मत मारो। गिलहरी किसी को नहीं काटती। देखो, कितने मज़े से कुतर-कुतर

कर बेर खा रही है। कितनी प्यारी है। चलो, उसके पास चलें।"

सुधीर बोला, "अरे। यह तो पेड़ पर चढ़ गई।"

रमेश ने कहा, "गिलहरी को फल बहुत अच्छे लगते हैं। इसे मूँगफली भी बहुत अच्छी लगती है। अगर इसे मूँगफली दें तो यह हमारे पास आ जाएगी।"

सुधीर ने एक मूँगफली गिलहरी को दिखाकर फेंकी। गिलहरी बड़ी तेज़ी से नीचे उतरी। वह मूँगफली उठाकर पेड़ की डाल पर चढ़ गई और कुतर-कुतर कर मूँगफली खाने लगी।

अध्यापन संकेत : नए और कठिन शब्दों को श्यामपट पर लिखकर उनका शुद्ध उच्चारण कराएँ। रुकना, रुपया, रुई - शब्दों में र् के साथ उ की मात्रा का प्रयोग है। इन शब्दों को श्यामपट पर लिखकर र् में उ की मात्रा (ु) के लिखित रूप की ओर ध्यान दिलाएँ। अन्य व्यंजनों में उ की मात्रा नीचे लगती है - इस अंतर को स्पष्ट करें। इस पाठ में घुंडी हटाकर बनने वाले संयुक्त व्यंजन का प्रयोग है, जैसे – क्या। क को दूसरे व्यंजन से संयुक्त करते समय इसकी घुंडी को हटा देते हैं, जैसे – क्या, वाक्य, क्यारी शब्दों में। इनका उच्चारण कराएँ और इन्हें लिखवाएँ। सुंदर, मूँगफली आदि शब्दों में अनुस्वार और अनुनासिक चंद्रबिंदु का उच्चारण स्पष्ट रूप से करें। नहीं, में, फेंकी, हैं आदि शब्दों में अनुनासिक (ँ) उच्चारण है। यद्यपि लिखने में अनुस्वार (ं) का प्रयोग किया जाता है, क्योंकि मात्रा शिरोरेखा के ऊपर लिखी होने के कारण अनुनासिक (ँ) के स्थान पर अनुस्वार (ं) लिखने की छूट है। ***चर्चा द्वारा ध्यान दिलाएँ :*** हमें जीवों से प्यार करना चाहिए। उन्हें सताना नहीं चाहिए।

रमेश बोला, "देखो, गिलहरी के शरीर पर कितनी सुंदर धारियाँ हैं। इसके बाल बड़े मुलायम होते हैं।"

सुधीर ने कहा, "भैया यह गिलहरी बहुत सुंदर है। आओ, इसे पकड़ें। मैं इसे घर ले जाऊँगा।"

रमेश बोला, "सुधीर, गिलहरी बड़ी फुरतीली होती है। इसे पकड़ना आसान काम नहीं। ज़रा-सी आवाज़ होते ही यह पेड़ पर चढ़ जाती है।"

सुधीर ने पूछा, "क्या गिलहरियाँ पेड़ पर रहती हैं?"

रमेश ने उत्तर दिया, "हाँ गिलहरियाँ पेड़ पर ही रहती हैं। वही उनका घर होता है।"

इतने में गिलहरी फिर पेड़ से उतरी। वह एक जगह रुक गई। अपनी चमकीली आँखों से वह दोनों भाइयों को देखने लगी। सुधीर उसे पकड़ने दौड़ा। गिलहरी झट से पेड़ पर चढ़ गई।

सुधीर देखता ही रह गया।

बताओ

(क) गिलहरी कहाँ रहती है?

(ख) गिलहरी क्या-क्या खाती है?

(ग) सुधीर ने पत्थर क्यों उठाया?

(घ) सुधीर गिलहरी को क्यों नहीं पकड़ पाया?

पढ़ो, समझो और बताओ

लड़की	लड़कियाँ
नदी	नदियाँ
धारा	————
बकरी	————
गिलहरी	————

पढ़ो और लिखो

प्यारा	प्यास	प्याऊ
उत्तर	पत्ती	कुत्ता
पत्थर	कत्था	हत्था
क्या	क्यारी	क्यों
रुकना	रुपया	रुई

वाक्य पूरे करो

पेड़ फुरतीली तेज़ी मूँगफली धारियाँ

(क) गिलहरी बड़ी ———————— से नीचे उतरी।

(ख) गिलहरी को ————————अच्छी लगती है।

(ग) गिलहरी के शरीर पर ———————— होती हैं।

(घ) गिलहरी बड़ी ———————— होती है।

(ङ) गिलहरी ———————— पर रहती है।

4. बकरी का बच्चा और भेड़िया

बच्चे बच्चों शैतान पत्तियाँ तुम्हें
भेड़िया शिकारी कुत्ते कोशिश अच्छा

एक बकरी थी। बकरी के दो बच्चे थे। दोनों बच्चे अपनी माँ के साथ-साथ रहते थे। जहाँ वह जाती, बच्चे भी उसके साथ-साथ जाते।

एक दिन बकरी ने बच्चों से कहा, "आज मैं जंगल से घास लाने जा रही हूँ। तुम घर पर ही रहना। बाहर मत जाना।"

अध्यापन संकेत : इस पाठ में श का कई बार प्रयोग हुआ है। श और स वाले शब्द श्यामपट पर लिखकर या कार्डों से पढ़वाकर दोनों ध्वनियों के उच्चारण के अंतर को स्पष्ट करें। र में ऊ की मात्रा (ू) नीचे न लगकर, बीच में लगती है, जैसे– रू। ज़रूर, शुरू, रूठना – शब्दों में इसका लिखित रूप दिखाएँ तथा लिखने का अभ्यास कराएँ। रुकना-रूठना और रूमाल द्वारा ु, ू का अंतर बोलने और लिखने में स्पष्ट करें।

बकरी का छोटा बच्चा बहुत शैतान था। वह चुपके से माँ के पीछे-पीछे चला गया। जंगल के पास एक नाला था। नाले के किनारे हरी-हरी झाड़ियाँ थीं। वह वहाँ पत्तियाँ खाने लगा। बकरी आगे निकल गई।

नाले के किनारे एक भेड़िया पानी पी रहा था। उसने दूर से बकरी के बच्चे को देखा। भेड़िए ने सोचा - अहा। बकरी का बच्चा। आज मैं इसे ज़रूर खाऊँगा। वह धीरे-धीरे उसके पास गया और बोला, "कहो बेटे, क्या कर रहे हो?"

बकरी के बच्चे ने ऊपर देखा। भेड़िए को देखकर वह बहुत डर गया। वह कुछ भी न बोल सका।

भेड़िया फिर बोला, "खाओ, खाओ, खूब खाओ। मुझे भी बहुत दिन से खाने को कुछ नहीं मिला। आज मैं तुम्हें खाऊँगा।"

बकरी का बच्चा डरते-डरते बोला, "भेड़िए मामा, मैं तो अभी बहुत छोटा हूँ।"

भेड़िया बोला, "मुझे बकरी के छोटे बच्चे बहुत अच्छे लगते हैं।"

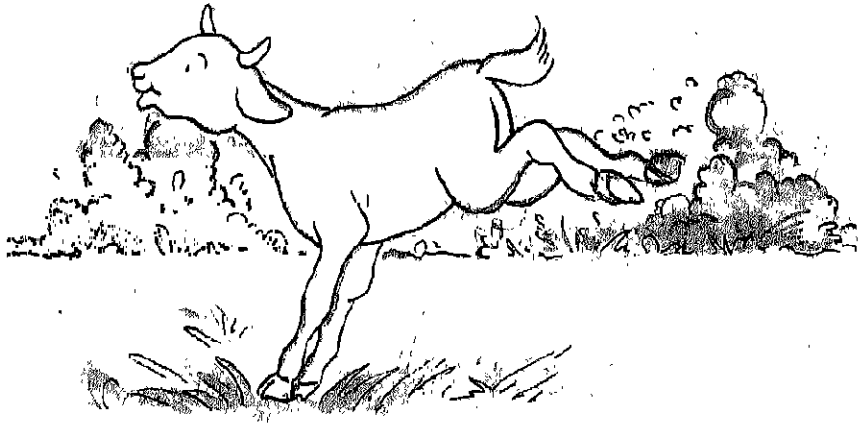
बकरी का बच्चा कुछ सोचने लगा। फिर बोला, "मामा, पहले मुझे एक गाना सुना दो। फिर मुझे खा लेना।"

भेड़िया बोला, "गाना। मुझे गाना नहीं आता।"

बकरी के बच्चे ने फिर कहा, " मेरी माँ तो कहती है, भेड़िया मामा बहुत अच्छा गाते हैं।"

यह सुनकर भेड़िया बहुत खुश हुआ। वह ऊँची आवाज़ में गाने लगा। कुछ दूरी पर शिकारी कुत्ते जा रहे थे। कुत्तों ने भेड़िए की आवाज़ सुनी। वे सब नाले की ओर दौड़ पड़े।

भेड़िया आँखें बंद किए गा रहा था। इतने में कुत्ते वहाँ आ पहुँचे। भेड़िया घबरा गया। उसने भागने की कोशिश की, पर कुत्तों ने भेड़िए को पकड़ लिया।

बकरी का बच्चा तेज़ी से घर भाग गया।

बताओ

(क) बकरी जंगल में क्यों गई?

(ख) बकरी के बच्चे को नाले पर कौन मिला?

(ग) बकरी का बच्चा क्यों डर गया?

(घ) भेड़िए के गाना गाने पर क्या हुआ?

(ङ) बकरी का बच्चा तुम्हें कैसा लगा?

पढ़ो, समझो और लिखो

(क) पढ़	पढ़ो	पढ़ें	(ख) बेटा	बेटी
देख	______	______	दादा	______
कह	______	______	मामा	______

आ	आओ	आएँ	लड़का	———
खा	———	———	चाचा	———
गा	———	———	नाना	———

वाक्य पूरे करो

(क) बकरी के दो —————— थे। (बच्चे/बच्चा)

(ख) भेड़िए की आवाज़ सुनकर —————— दौड़ पड़े। (कुत्ते/कुत्ता)

(ग) जंगल के पास —————— था। (नाला/नाले)

(घ) —————— पानी पी रहा था। (भेड़िया/भेड़िए)

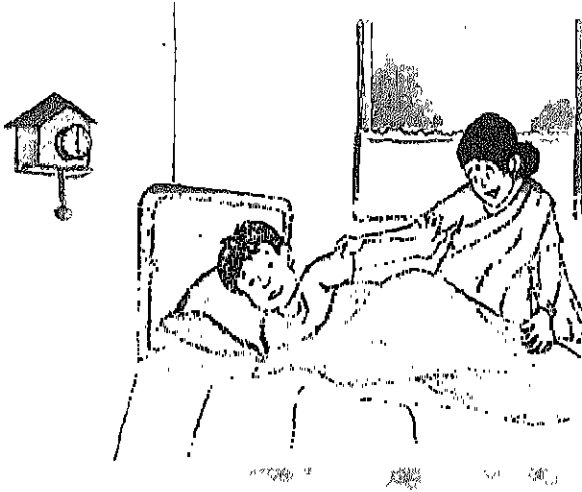
पढ़ो और समझो

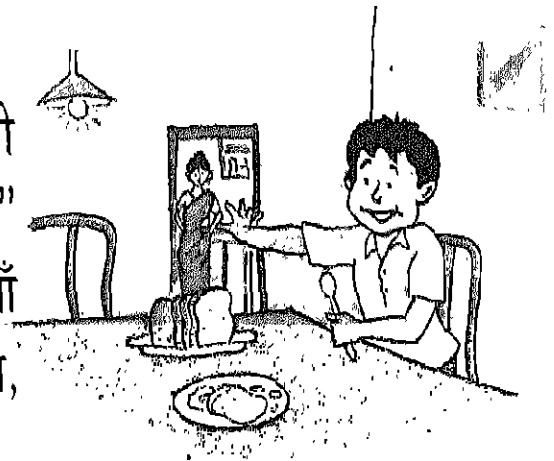
(क)

सच्चा	बच्चा	पच्चीस	च्	+	च	=	च्च
पत्ती	गत्ता	छत्ता	त्	+	त	=	त्त
अच्छा	मच्छर	गुच्छा	च्	+	छ	=	च्छ
तुम्हारा	कुम्हार	तुम्हें	म्	+	ह	=	म्ह

(ख)

उ	ु	दुकान	तुम	जामुन	खुश
ऊ	ू	दूर	बूढ़ा	जादू	सूई
उ	ु	रुई	रुकना	रुपया	गुरु जी
ऊ	ू	रूमाल	रूठना	शुरू	ज़रूर

नाश्ता दुकान अध्यापक समाप्त स्कूल

एक लड़का था - गोपी। गोपी की माँ रोज़ सुबह उसे जगाती। वह आँखें बंद किए कहता, "पाँच मिनट में उठता हूँ।" पर वह फिर सो जाता।

माँ नहाने के लिए कहती तो गोपी बोलता, "पाँच मिनट में नहाता हूँ।" पर वह खेलता ही रहता। जब माँ नाश्ता करने को कहती तो गोपी कहता, "पाँच मिनट में।"

अध्यापन संकेत : इस पाठ में पाई । (ा) हटाकर बनने वाले दो प्रकार के संयुक्त व्यंजन सिखाए गए हैं, जैसे – ध्य, प्त, स्क, श्त। ध्यान, समाप्त, स्कूल, नाश्ता, ग्यारह आदि शब्द श्यामपट पर लिखकर समझाएँ कि स्क, ध्य और प्त को संयुक्त रूप में लिखते समय स, ध और प्त की खड़ी पाई हटा दी गई है, परंतु श्त और ग्य में ग और श का पिछला भाग (ा) जो वास्तव में पाई ही है, हटाया गया है। इसी प्रकार पाठ के अन्य शब्दों को पढ़ने और लिखने का अभ्यास कार्डों द्वारा करवाएँ। कक्षा में अभिनय कराएँ। बातचीत द्वारा बच्चों से निकलवाएँ कि सभी काम समय पर करने चाहिए।

पाँच मिनट करते-करते गोपी रोज़ स्कूल देर से पहुँचता। अध्यापक समझाते - स्कूल समय पर आया करो। गोपी अपनी आदत के कारण कुछ न सुनता। कक्षा में भी वह अपना काम समय पर पूरा न कर पाता। दूसरे बच्चे काम समाप्त करके खेलने चले जाते, गोपी वहीं बैठा रहता।

एक दिन स्कूल में जादू का खेल दिखाया जाना था। अध्यापक ने बच्चों को सुबह दस बजे आने के लिए कहा।

बच्चे समय पर स्कूल पहुँच गए। कुछ बच्चों को थोड़ी देर हो गई थी। वे भागते हुए स्कूल जा रहे थे।

गोपी घर के बाहर खेल रहा था। एक बच्चा बोला, "गोपी देर हो रही है, जल्दी स्कूल चलो। जादू का खेल शुरू हो जाएगा।"

गोपी बोला, 'तुम चलो, मैं पाँच मिनट में आता हूँ।"

पाँच मिनट करते-करते गोपी को बहुत देर हो गई।

जब गोपी स्कूल पहुँचा तो खेल समाप्त हो चुका था। सभी बच्चे जादू के खेल की बातें करते हुए लौट रहे थे। वे बहुत खुश थे।

गोपी उदास खड़ा था। वह सोचने लगा - अब मैं सभी काम समय पर करूँगा।

बताओ, किसने कहा? कब कहा?

(क) अभी पाँच मिनट में उठता हूँ।

(ख) देर हो रही है, जल्दी स्कूल चलो।

(ग) तुम चलो, मैं पाँच मिनट में पहुँचता हूँ।

पढ़ो और समझो

ध्यान	अध्यापक	अध्यापिका	ध्	+	य	=	ध्य
समाप्त	गुप्त	सप्ताह	प्	+	त	=	प्त
नाश्ता	रिश्ता	कुश्ती	श्	+	त	=	श्त

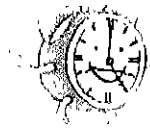
वाक्य बनाओ

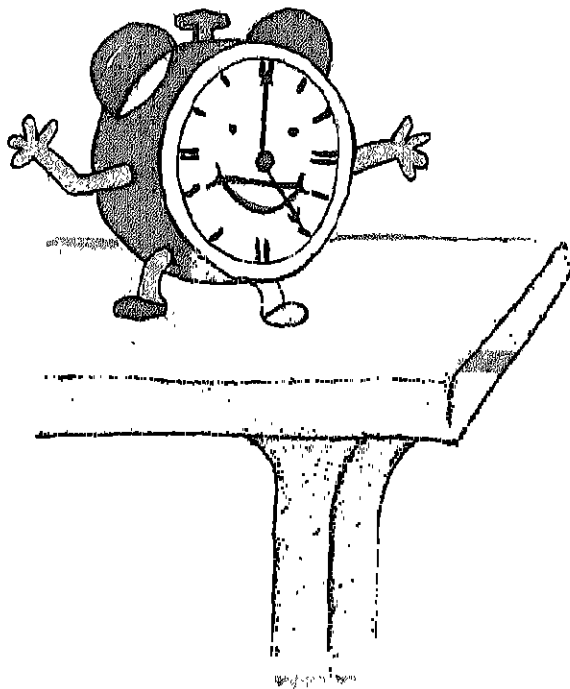
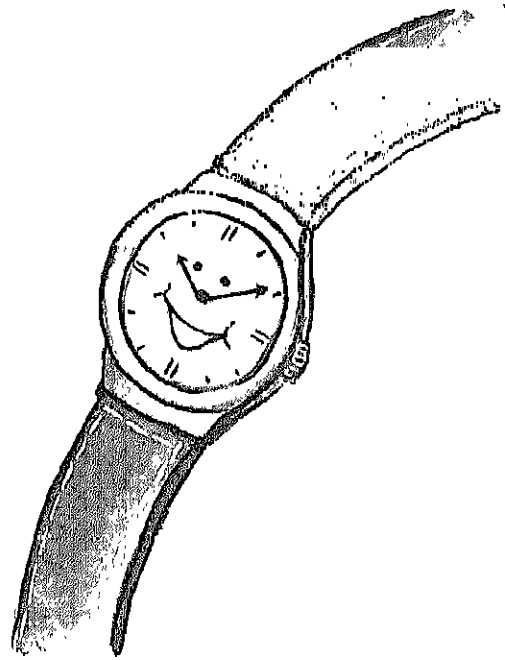
गोपी	समय पर स्कूल पहुँच गए।
माँ	समय पर आया करो।
बच्चे	एक लड़के का नाम था।
स्कूल	रोज़ सुबह गोपी को जगाती।

लिखो

गोपी कैसा लड़का था? तुम गोपी की जगह होते तो क्या करते?

करो

चित्र बनाकर दिखाओ कि स्कूल आने से पहले तुम क्या-क्या करते हो।

6. छोटी-सी चीज़

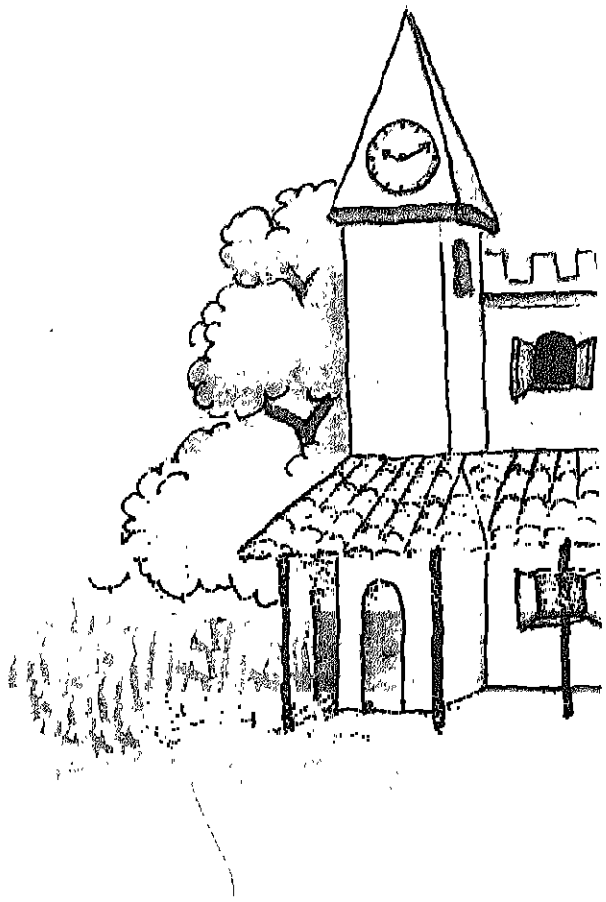
छोटी-सी हूँ लेकिन फिर भी
बड़े काम की मानी जाती
सदा समय की पाबंदी मैं
रखना सबको हूँ सिखलाती।

कभी जेब में पड़ी ठुमकती
कभी कलाई पर बँध जाती
कभी मेज़ पर बैठ ठाठ से
टिक-टिक टिक-टिक राग सुनाती।

अध्यापन संकेत : कविता को लय और तान के साथ दो-तीन बार पढ़िए और बच्चों को सुनाइए। बच्चे पुस्तक बंद रखकर कविता का आनंद लें। घड़ी की उपयोगिता बताते हुए समय पालन पर चर्चा करें। अलग-अलग तरह की घड़ियाँ दिखाएँ तथा उनके चित्र बनवाएँ।

छोटी हूँ पर घंटाघर के
ऊपर होती बहुत बड़ी हूँ
सोच रहे होंगे - मैं क्या हूँ
मैं तो केवल एक घड़ी हूँ।

अच्छा मुझे नहीं लगता है
पलभर भी रुकना-सुस्ताना
अच्छा मुझे बहुत लगता है
चलना, बस चलते ही जाना।

— दामोदर अग्रवाल

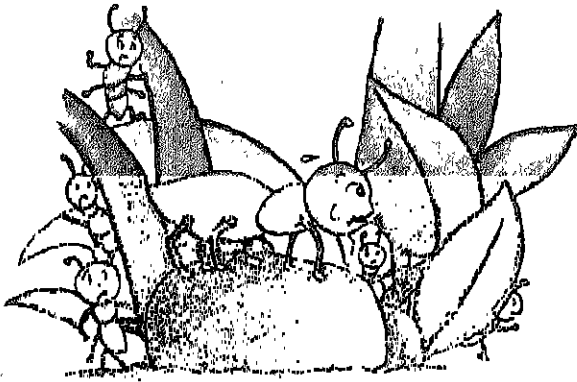
बताओ

इस कविता को याद क

(क) घड़ी को क्या अच्छा नहीं लगता?
(ख) घड़ी हमें क्या सिखाती है?

करो

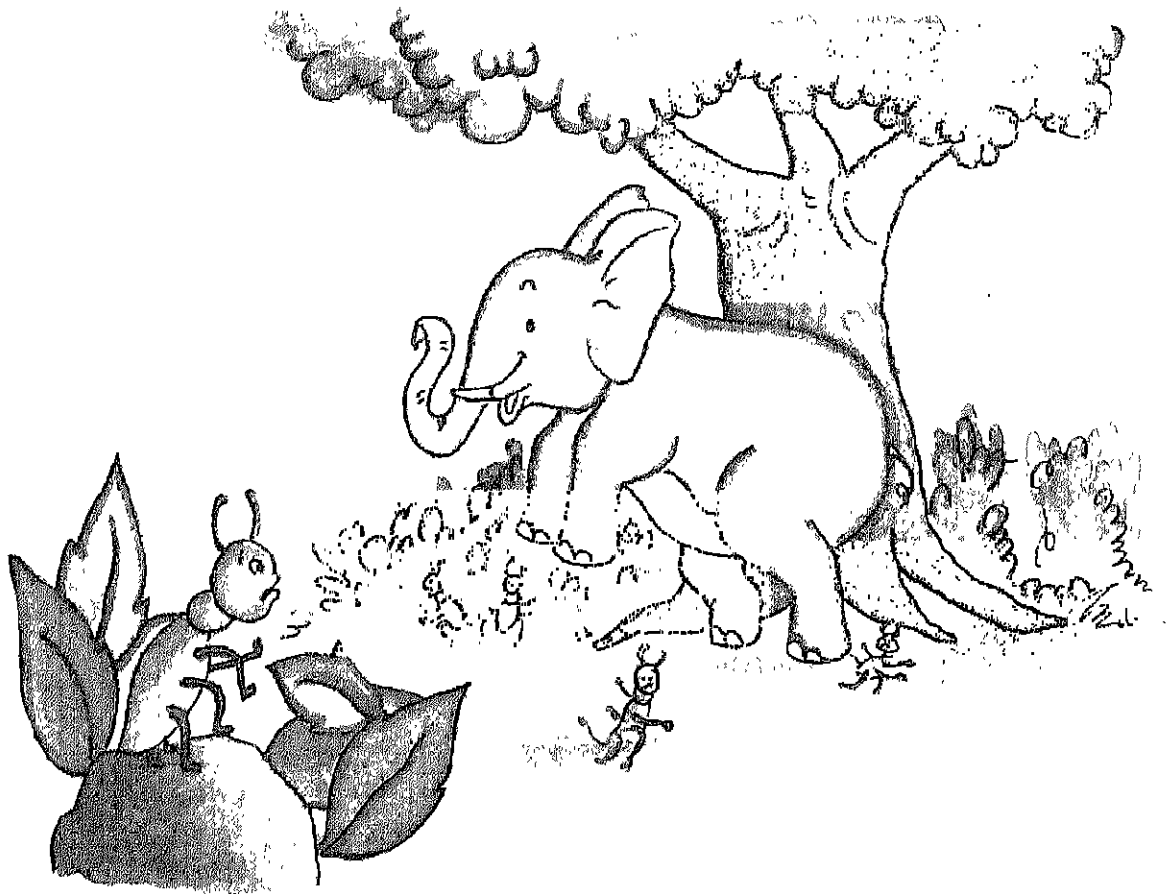
घड़ी का चित्र या मॉडल बनाओ।

7. चींटी और हाथी

चींटी	पेड़-पौधों	दुखी	परिवार
ज़्यादा	कमज़ोर	मौज	दशा
परेशान	सूँड़	कुचल	

जंगल में एक चींटी रहती थी। वह रोज़ सुबह भोजन की तलाश में चल पड़ती थी। परिवार की सभी चींटियाँ उसके पीछे-पीछे चलतीं।

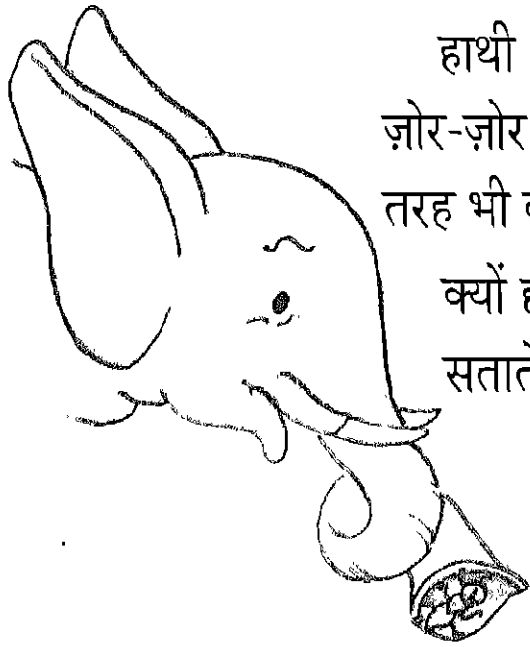
वहाँ एक हाथी भी रहता था। वह दिनभर इधर-उधर घूमता रहता था। जंगल के पेड़-पौधों को तोड़ता। कभी-कभी हाथी अपनी सूँड़ में पानी भरकर लाता और जानवरों पर डाल देता। जंगल के जानवर उससे बहुत परेशान रहते।

हाथी की एक बुरी आदत और भी थी। जहाँ कहीं भी वह चींटियों को देखता, कुचल देता। चींटी यह सब देखती और दुखी होती।

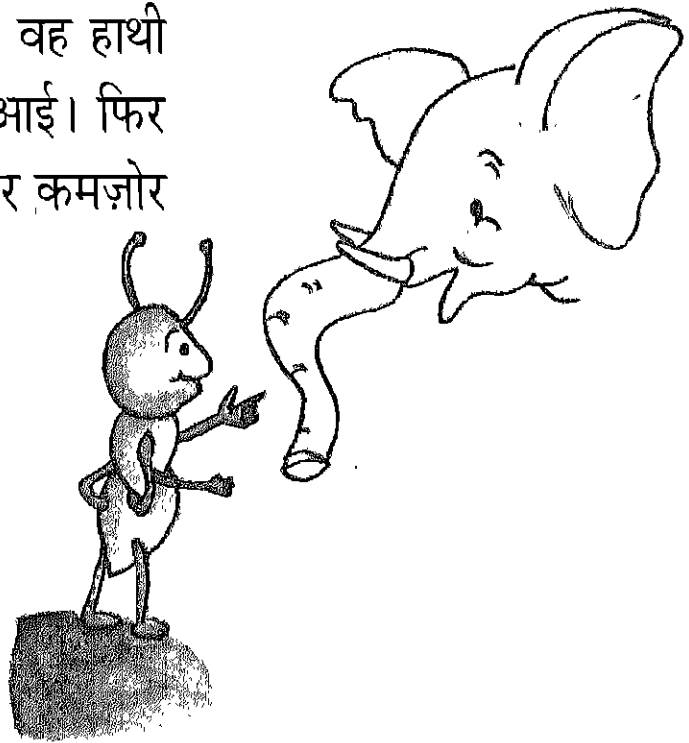
अध्यापन संकेत : कहानी में आए पात्रों - चींटी और हाथी के बारे में बातचीत करें। हाव-भाव के साथ कहानी सुनाएँ। कठिन शब्दों का उच्चारण करवाएँ तथा वाक्य-प्रयोग द्वारा अर्थ स्पष्ट करें। ज़ और फ़ ध्वनियों वाले शब्दों के उच्चारण पर विशेष ध्यान दें। चींटियों के बारे में कुछ जानकारी दें। हाथी की कोई और कहानी बच्चों से सुनें या स्वयं सुनाएँ।

एक दिन चींटी ने हाथी से कहा, "तुम दूसरों को बहुत सताते हो, यह बात ठीक नहीं।"

हाथी बोला, "चुप रहो। मैं चाहे जो करूँ। तुम बहुत छोटी हो। ज्यादा बोलोगी, तो तुम्हें भी कुचल दूँगा।"

चींटी चुप हो गई और घास में जाकर छिप गई।

हाथी इधर-उधर घूम रहा था। तभी चींटी चुपके से उसकी सूँड़ में घुस गई और उसे काटने लगी।

हाथी परेशान होने लगा। उसने सूँड़ को ज़ोर-ज़ोर से हिलाया। पर उसकी परेशानी किसी तरह भी कम न हुई । तब चींटी बोली, "परेशान क्यों हो रहे हो? तुम भी तो दूसरों को बहुत सताते हो।"

हाथी बहुत दुखी हो गया। वह बोला, "मुझे माफ़ कर दो। अब मैं किसी को कभी नहीं सताऊँगा।"

चींटी को दया आ गई। वह हाथी की सूँड़ से बाहर निकल आई। फिर बोली, "किसी को छोटा और कमज़ोर नहीं समझना चाहिए।"

बताओ, कौन-कौन-सी बात सही है?

(क) परिवार की सभी चींटियाँ उसके पीछे चलतीं।

(ख) हाथी सभी जानवरों से प्यार करता था।

(ग) चींटी चुपके से हाथी की सूँड़ में घुस गई।

(घ) जंगल के जानवर चींटी से परेशान थे।

(ङ) किसी को छोटा और कमज़ोर नहीं समझना चाहिए।

पढ़ो, समझो और लिखो

कमज़ोर	बलवान	ज्यादा	कम
भीतर	______	अच्छा	______
दुखी	______	ऊपर	______

वाक्य बनाओ

सूँड़ कमज़ोर अच्छा साफ़ जंगल

करो

मुखौटे पहनकर कहानी का अभिनय करो।

4. फूलकुमारी

हँसने　　दाढ़ी　　मुरझाना　　महाराज

मंत्री　　इनाम　　तमाशेवाला　　चिड़ियाँ

एक था राजा। एक थी रानी। उनकी बेटी थी फूलकुमारी। जब फूलकुमारी खुश होती, ज़ोर-ज़ोर से हँसने लगती।

एक दिन फूलकुमारी राजा और रानी के साथ बगीचे में बैठी थी। तभी वह ज़ोर-ज़ोर से हँसने लगी। यह देखकर राजा ने कहा, "तुम ऐसे ज़ोर-ज़ोर से क्यों हँसती हो?"

अध्यापन संकेत : बच्चों से राजा-रानी की कोई कहानी सुनाने को कहें। कहानी पर चर्चा करते हुए बच्चों से यह कहानी स्वयं पढ़ने को कहें। अनुनासिक (ँ) और अनुस्वार (ं) वाले शब्दों के उच्चारण पर ध्यान दें। कहानी का अभिनय करवाएँ। त्र के अभ्यास के लिए - पत्र, चित्र, मित्र, पुत्र, पुत्री, छात्र आदि शब्द कार्डों से पढ़वाएँ। खुश-उदास का उदाहरण देकर कुछ अन्य उलटे अर्थवाले शब्दों का अभ्यास करवाएँ।

यह सुनकर फूलकुमारी उदास हो गई। अब वह न तो हँसती थी, न खेलती थी और न नाचती-गाती थी। वह उदास रहने लगी।

अपनी बेटी को उदास देखकर रानी बहुत उदास हो गईं। बेटी और रानी को उदास देखकर राजा भी उदास रहने लगा।

एक दिन राजा बहुत उदास बैठा था। उसके पास एक आदमी आया और बोला, "महाराज। सब फूल मुरझाने लगे हैं। वे उदास हो गए हैं।"

एक और आदमी आया। वह बोला, "महाराज! सब चिड़ियाँ उदास हो गई हैं।"

इसके बाद एक आदमी और आया। उसने राजा से कहा, "महाराज! महाराज! सब बच्चे उदास हो गए हैं।"

यह सुनकर राजा सोचने लगा - फूलकुमारी, फूल, चिड़ियाँ और बच्चे सभी उदास हो गए हैं।

राजा और रानी ने अपनी बेटी से कहा, "हँसो बेटी, हँसो।" पर फूलकुमारी नहीं हँसी। वह अब भी उदास थी।

राजा ने मंत्री से कहा, "हमारी बेटी बहुत उदास रहती है। जाओ, सबसे कह दो, जो फूलकुमारी को हँसा देगा, हम उसे बहुत इनाम देंगे।"

यह सुनकर बहुत से लोग आए। भालूवाला आया। उसने भालू का नाच दिखाया। बंदरवाला आया। उसने बंदर को नचाया। नाच देखकर सब लोग हँसे, फूलकुमारी नहीं हँसी।

तभी एक और तमाशेवाला बकरे पर बैठकर आया। वह आते ही नाचने लगा। उसे देखकर बकरा नाचने लगा। यह देखकर सब हँसे, पर फूलकुमारी नहीं हँसी।

नाचते-नाचते तमाशेवाले की टोपी गिर गई। उसने टोपी उठाई तो दाढ़ी गिर गई। यह देखकर सब लोग हँस पड़े, पर फूलकुमारी फिर भी नहीं हँसी।

जब तमाशेवाले ने अपनी दाढ़ी उठाई तो उसका मोटा-सा पेट गिर पड़ा। यह देखते ही फूलकुमारी ज़ोर से हँस पड़ी।

फूलकुमारी के हँसते ही फूल, चिड़ियाँ और बच्चे भी चहक उठे। राजा ने तमाशेवाले को बहुत इनाम दिया।

बताओ, क्यों?

(क) फूलकुमारी उदास रहने लगी।

(ख) फूल, चिड़ियाँ और बच्चे सभी उदास हो गए।

(ग) फूलकुमारी ज़ोर से हँस पड़ी।

(घ) राजा ने तमाशेवाले को बहुत इनाम दिया।

पढ़ो, समझो और लिखो

(क)			(ख)	
राजा	रानी		बादल	बादलों से
राजकुमार	———		तालाब	——— में
लड़का	———		लड़का	——— को
बेटा	———		बंदर	——— का

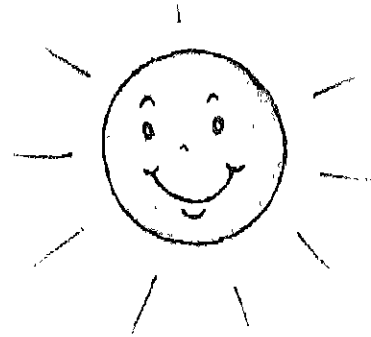
पढ़ो और लिखो

फूलकुमारी	राजकुमार	चिड़ियाँ	हँसना	सूर्य
तमाशेवाला	मुरझाने	बकरा	दाढ़ी	मंत्री

करो

(क) कागज से अलग-अलग तरह की टोपियाँ बनाओ।

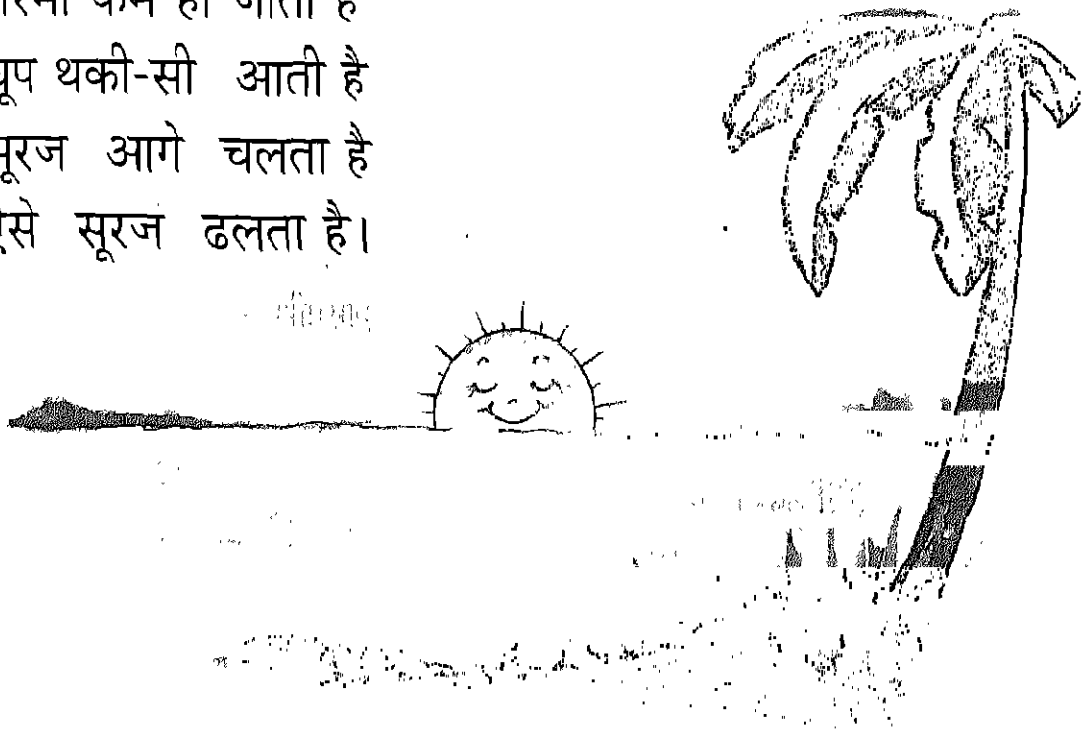
(ख) मुखौटे पहनकर कहानी का अभिनय करो।

9. ऐसे सूरज आता है

पूरब का दरवाज़ा खोल
धीरे-धीरे सूरज गोल
लाल रंग बिखराता है
ऐसे सूरज आता है।

अध्यापन संकेत : पूछिए - सुबह सूरज निकलते हुए किस-किसने देखा है? उस समय उसका रंग कैसा होता है? सूरज निकलने पर क्या-क्या होता है? आदि। बताइए कि दोपहर को सूरज बहुत तेज़ चमकता है। शाम होते-होते धूप कम होने लगती है और फिर सूरज डूब जाता है। डूबते समय उसका रंग फिर लाल होता है। बच्चों को निकलते और डूबते सूर्य को देखने के लिए प्रेरित करें। चर्चा द्वारा कविता का मूल भाव स्पष्ट करें। चारों दिशाओं का ज्ञान करवाएँ। कविता को पूर्व विधि द्वारा याद करवाएँ।

गाती हैं चिड़ियाँ सारी
खिलती हैं कलियाँ प्यारी
दिन सीढ़ी पर चढ़ता है
ऐसे सूरज बढ़ता है।

लगते हैं कामों में सब
सुस्ती कहीं न रहती तब
धरती-गगन दमकता है
ऐसे तेज़ चमकता है।

गरमी कम हो जाती है
धूप थकी-सी आती है
सूरज आगे चलता है
ऐसे सूरज ढलता है।

बताओ

(क) सूरज किधर से निकलता है?
(ख) सूरज निकलने पर क्या-क्या होता है?
(ग) सूरज किधर छिपता है?
(घ) सूरज के छिपने पर क्या होता है?

पढ़ो और समझो

धरती	=	ज़मीन	ढलना	=	छिपना
गगन	=	आसमान	दमकना	=	चमकना

10. आसमान गिरा

खरगोश आवाज़ धम्म ठहरो लोमड़ी

आसमान जल्दी चौंक दहाड़ तुम्हारा

एक खरगोश था। वह पेड़ के नीचे सो रहा था। अचानक ज़ोर की आवाज़ हुई - धम्म। खरगोश उठ गया। वह बोला, "अरे, क्या गिरा?"

खरगोश ने इधर-उधर देखा। उसे कुछ दिखाई नहीं दिया। उसे लगा आसमान गिर रहा है। खरगोश डर गया और भागने लगा।

भागते-भागते उसे एक लोमड़ी मिली। उसने पूछा, "खरगोश भाई, कहाँ भागे जा रहे हो? ज़रा सुनो तो।"

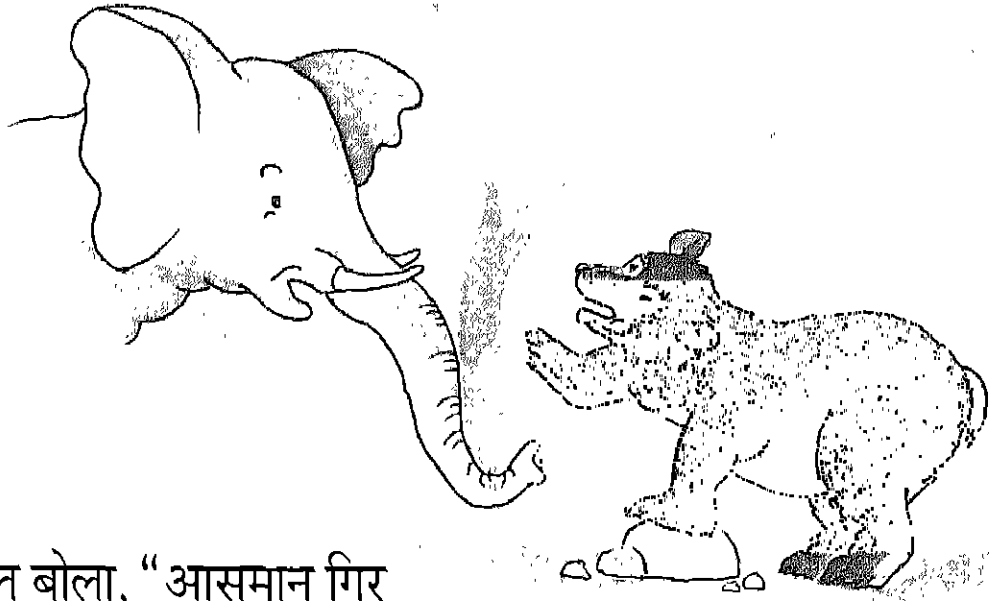
अध्यापन संकेत : जंगली जानवरों के नाम पूछें। छोटे-बड़े जानवरों के बारे में बात करें। अभिनयात्मक ढंग से कहानी सुनाएँ। बीच-बीच में प्रश्न पूछकर बच्चों का ध्यान कहानी में बनाए रखें। प्रश्नों द्वारा कहानी का मुख्य भाव-किसी की कही हुई बात को सुनकर ही सच नहीं मान लेना चाहिए, किसी बात के बारे में पूरी जानकारी लेकर ही उस पर विश्वास करना चाहिए, निकलवाएँ। **म्म** और **म्ह** संयुक्त व्यंजनों से बनने वाले शब्दों को अभ्यास कार्य में करवाकर कुछ अन्य शब्दों को कार्डों से पढ़वाएँ। जानवरों के मुखौटे बनवाएँ और कहानी का अभिनय करवाएँ।

खरगोश भागते-भागते बोला, "आसमान गिर रहा है, भागो! भागो! जल्दी भागो!"

लोमड़ी भी भागने लगी। आगे जाकर उन्हें एक भालू मिला। भालू बोला, "ठहरो, ठहरो! कहाँ भागे जा रहे हो?"

खरगोश और लोमड़ी बोले, "भागो! तुम भी भागो। आसमान गिर रहा है!"

भालू भी उनके साथ भागने लगा।

खरगोश, लोमड़ी और भालू भागते-भागते एक हाथी के पास से निकले। हाथी बोला, "अरे! सब क्यों भागे जा रहे हो? ठहरो, कुछ बताओ तो।"

भालू बोला, "आसमान गिर रहा है, तुम भी भागो।" हाथी भी भागने लगा। सब भाग रहे थे - आगे-आगे खरगोश, उसके पीछे लोमड़ी, उसके पीछे भालू और सबके पीछे हाथी।

भागते-भागते उन्हें शेर मिला। उसने पूछा, "तुम सब क्यों भागे जा रहे हो?"

हाथी बोला, "आसमान गिर रहा है। तुम भी भागो।"

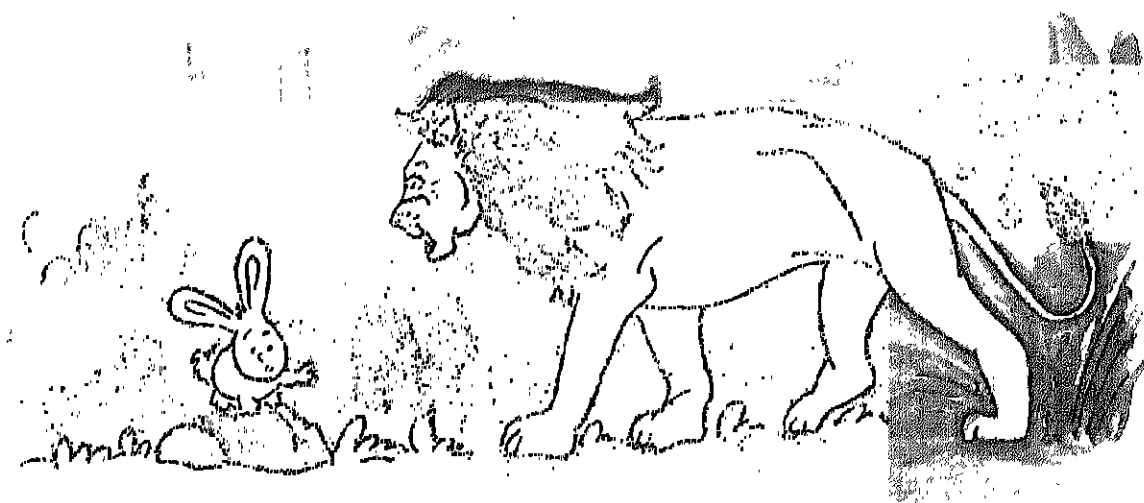
शेर ने दहाड़ कर कहा, "आसमान गिर रहा है, कहाँ गिर रहा है? रुको।" यह सुनकर सभी जानवर रुक गए।

शेर ने पूछा, "किसने कहा आसमान गिर रहा है?"

हाथी बोला, "भालू ने कहा।"

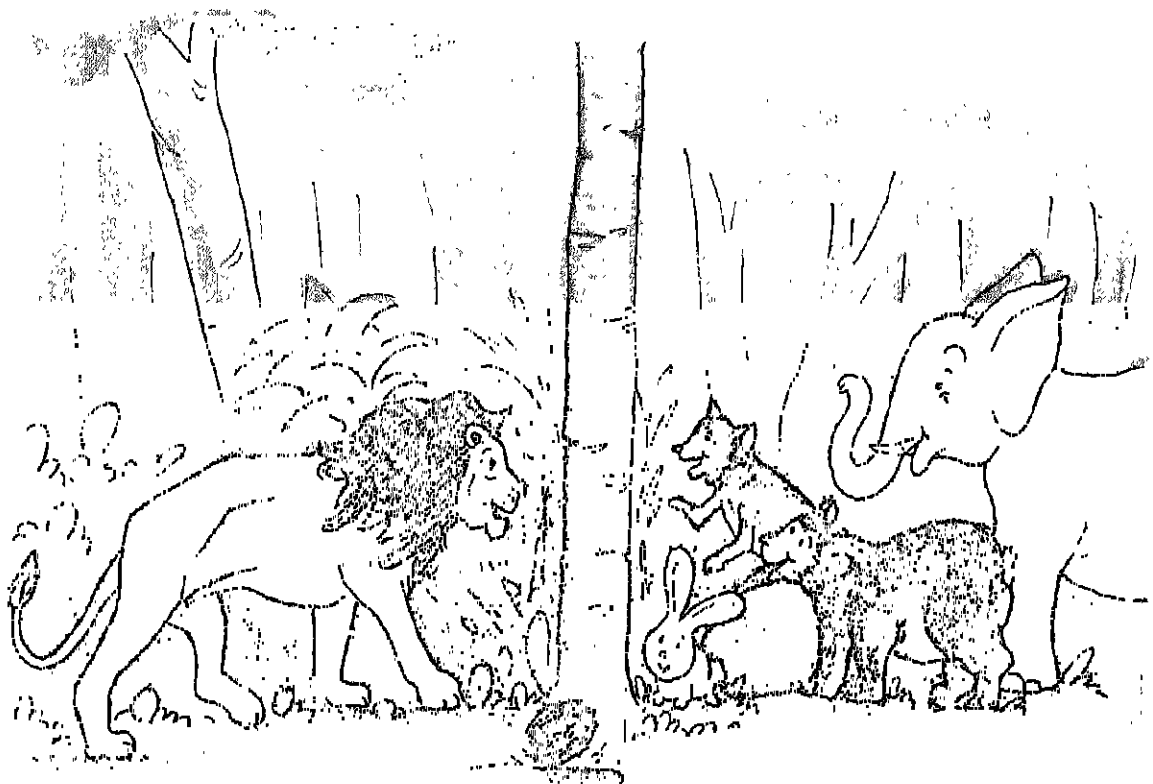
भालू बोला, "मुझसे तो लोमड़ी ने कहा।"

लोमड़ी बोली, "मुझसे तो खरगोश ने कहा था। सबसे पहले इसी ने कहा था।"

खरगोश चुप रहा।

शेर बोला, "कहो खरगोश! कहाँ गिर रहा है आसमान?"

खरगोश ने कहा, " मैं पेड़ के नीचे सो रहा था। वहीं धम्म से आसमान गिरा।"

शेर ने कहा, "चलो, चलकर देखें।"

वे सब उस पेड़ के नीचे गए। सबने पेड़ के नीचे देखा। वहाँ एक बड़ा-सा फल गिरा पड़ा था। तभी वैसा ही एक और फल गिरा – धम्म। खरगोश चौंक गया।

शेर बोला, "तो यही था तुम्हारा आसमान? लो फिर आसमान गिरा। भागो।"

और सभी हँसने लगे।

बताओ

(क) धम्म की आवाज़ सुनकर खरगोश क्यों भागा?

(ख) खरगोश के पीछे कौन-कौन भागा?

(ग) शेर ने जानवरों से क्या पूछा?

(घ) पेड़ के नीचे पहुँचकर जानवरों ने क्या देखा?

पहले क्या हुआ? फिर क्या हुआ? उसके बाद क्या हुआ?

☐ खरगोश धम्म की आवाज़ सुनकर भागने लगा?

☐ शेर बोला, "तो यही था तुम्हारा आसमान?"

☐ खरगोश के पीछे लोमड़ी, भालू और हाथी भागने लगे।

☐ शेर ने पूछा, "किसने कहा, आसमान गिर रहा है?"

☐ खरगोश पेड़ के नीचे सो रहा था।

☐ तभी वैसा ही एक और फल गिरा।

पढ़ो और समझो

धम्म	अम्मा	हिम्मत	म् + म = म्म
गुब्बारा	धब्बा	डिब्बा	ब् + ब = ब्ब
तुम्हारा	तुम्हें	कुम्हार	म् + ह = म्ह

पढ़ो, समझो और लिखो

मेरा	मेरी	मेरे
हमारा	______	______
तुम्हारा	______	______

करो

(क) इस कहानी में आए जानवरों के मुखौटे बनाओ।

(ख) मुखौटे पहनकर बालसभा में इस कहानी का अभिनय करो।

11. साथी की सहायता

उम्र **ग्यारह** **रुपए** **सहायता**
साथियों **खर्च** **चित्तरंजन** **देशबंधु**

एक बालक था। उसकी उम्र ग्यारह वर्ष थी। एक दिन वह अपने पिता जी के पास गया और बोला, "पिता जी! मुझे पाँच-सात रुपए दे दीजिए।"

पिता जी ने कहा, "पाँच-सात रुपए! तुम ये रुपए किसलिए माँग रहे हो?"

बालक बोला, "मुझे इन रुपयों की ज़रूरत है।"

पिता जी ने बालक को पाँच रुपए दे दिए। लेकिन वे जानना चाहते थे कि बालक रुपए किस काम में खर्च करेगा। वे चुपचाप उसके पीछे चल पड़े।

अध्यापन संकेत : पाठ के नए शब्द श्यामपट पर लिखकर पढ़वाएँ। पाठ में र के दो रूपों का प्रयोग कई बार हुआ है, जैसे - उम्र, प्रसन्न, वर्ष, खर्च आदि। इन्हें श्यामपट पर लिखकर बार-बार पढ़वाएँ और लिखवाएँ। बातचीत द्वारा बच्चों से निकलवाइए : ज़रूरत के समय लोगों की सहायता करनी चाहिए। अन्य महापुरुषों की घटनाएँ सुनाएँ और उन्हें पढ़ने को प्रेरित करें।

बालक सीधा अपने साथी के घर गया। वह उसे बुला लाया। फिर दोनों बाज़ार की ओर चल पड़े। पिता जी भी उनके पीछे-पीछे गए।

बाज़ार में पुस्तकों की एक दुकान थी। वहाँ दोनों रुक गए। बालक ने कुछ पुस्तकें खरीदीं और अपने साथी को दे दी। साथी को इन पुस्तकों की बहुत ज़रूरत थी।

पिता जी सब कुछ समझ गए। वे प्रसन्न थे कि उनके बेटे ने अपने साथी की मदद की।

पिता जी ने बालक को बुलाया। वे प्यार से बोले, " बेटा, तुमने बहुत अच्छा काम किया है। साथियों की सहायता करना बहुत अच्छी बात है। मैंने तुम्हें पुस्तकें खरीदते देख लिया था।"

इस बालक का नाम था - चित्तरंजन दास। चित्तरंजन दास ने देश की बहुत सेवा की। लोग इन्हें देशबंधु चित्तरंजन दास कहने लगे।

बताओ

(क) बालक का नाम क्या था?
(ख) पिता जी बालक के पीछे-पीछे क्यों गए?
(ग) बालक ने अपने साथी की सहायता कैसे की?
(घ) पिता जी प्रसन्न क्यों थे?

पढ़ो, समझो और लिखो

पुत्र	बेटा	बालक	———
साथी	———	वर्ष	———
पुस्तक	———	सहायता	———

खाली स्थान भरो

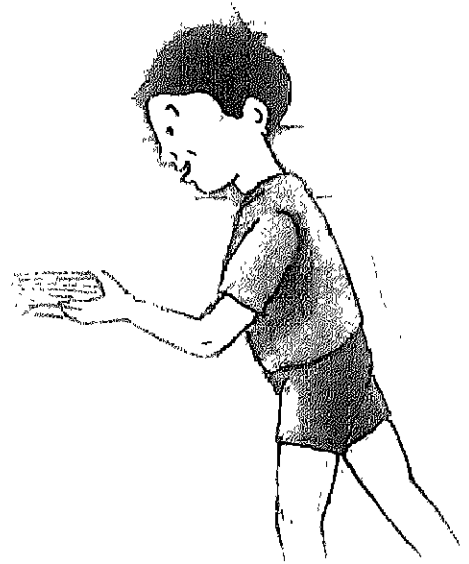
साथी सहायता बाज़ार पुस्तक

(क) मेरे ——————— का नाम मोहन है।
(ख) ——————— में कई चीज़ें बिकती हैं।
(ग) राजन ने कहानी की ——————— खरीदी।
(घ) हमें सबकी ——————— करनी चाहिए।

पढ़ो और लिखो

उम्र	नम्र	चक्र	____________
नमस्ते	बस्ता	पुस्तक	____________
ग्यारह	योग्य	भाग्य	____________

पढ़ो और समझो

रुपया	रुपए	रुपयों से
भेड़िया	भेड़िए	भेड़ियों ने
पहिया	पहिए	पहियों को

12. दीप जलाओ

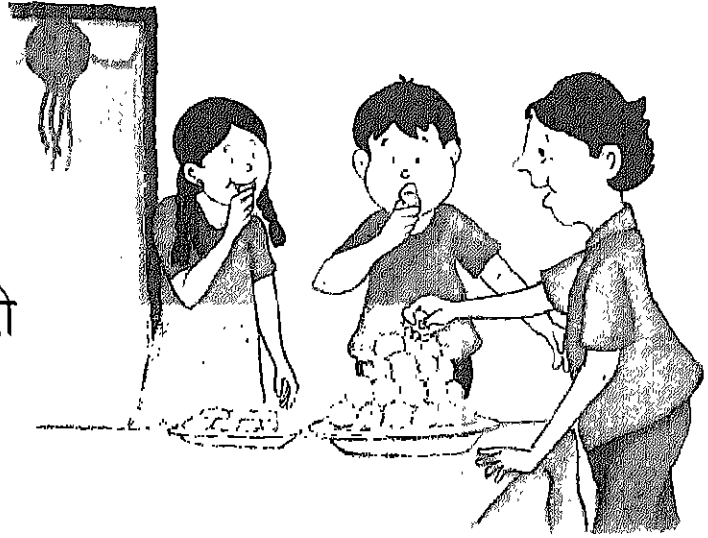
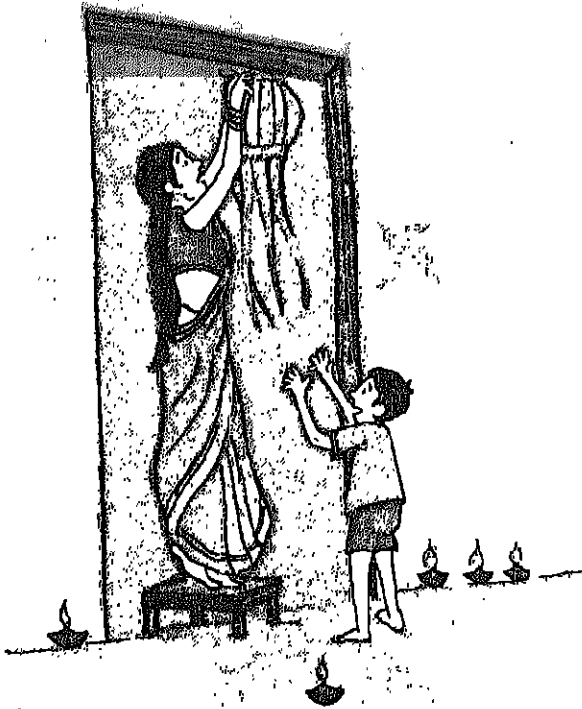
दीप जलाओ, दीप जलाओ
आज दीवाली रे
खुशी-खुशी सब हँसते आओ
आज दीवाली रे।

मैं तो लूँगा खील-खिलौने
तुम भी लेना भाई
नाचो गाओ खुशी मनाओ
आज दीवाली आई।

फुलझड़ियाँ अब खूब छुड़ाओ
आज दीवाली रे
दीप जलाओ दीप जलाओ
आज दीवाली रे।

नए-नए मैं कपड़े पहनूँ
खाऊँ खूब मिठाई
हाथ जोड़कर पूजा कर लूँ
आज दीवाली आई।

आवश्यक संकेत : बच्चों से दीपावली के बारे में बातचीत करें। बच्चों से इस त्योहार के बारे में अपने अनुभव सुनाने को कहें। लय और तान के साथ कई बार कविता-पाठ करें। बच्चों से कविता गाकर सुनाने को कहें। बच्चे कक्षा की सफ़ाई करें, सजाएँ, बत्तियाँ बनाएँ, दीप जलाएँ। बधाई कार्ड बनाकर अपने साथियों को भेजें। चार्ट-पेपर से काटकर, सुनहरे कागज़ की बत्ती लगाकर दीप, मोमबत्ती और कंडील बनवाएँ।

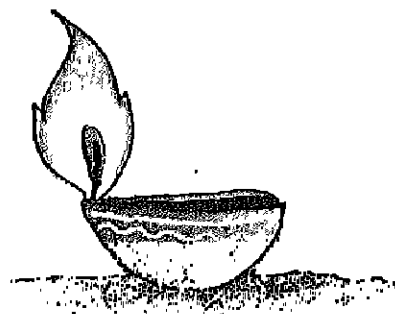
खाओ मित्रो खूब मिठाई
आज दीवाली रे
दीप जलाओ दीप जलाओ
आज दीवाली रे।

आज दुकानें खूब सजी हैं
घर भी चमचम करते
जगमग-जगमग दीप जले हैं
कितने अच्छे लगते।

आओ, आओ खुशी मनाओ
आज दीवाली रे
दीप जलाओ दीप जलाओ
आज दीवाली रे।

बताओ

(क) यह कविता किसके बारे में है?

(ख) दीवाली के दिन क्या-क्या करते हैं?

करो

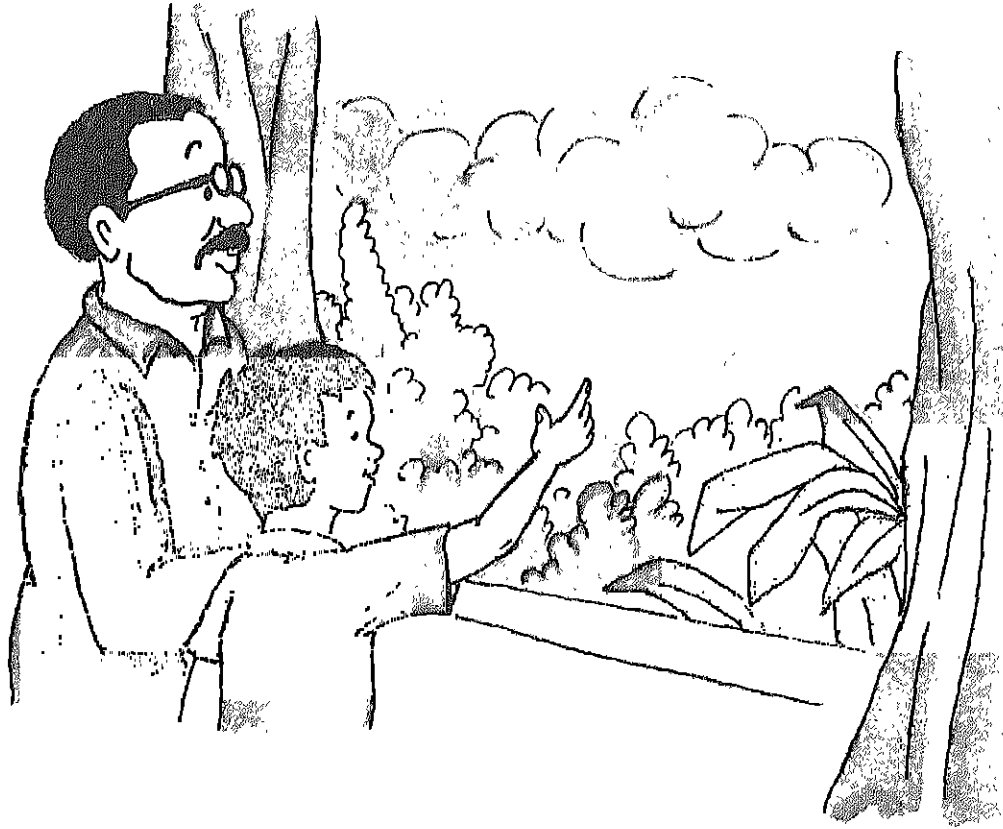
पाठशाला में सभी साथी मिलकर दीवाली मनाओ।

13. बादल

बूँदें वर्षा समुद्र प्रश्न भाप
सूर्य ठंड रसोईघर तुरंत केतली

एक दिन भरत पाठशाला से घर आ रहा था। आसमान में बादल छाए हुए थे। घर अभी कुछ दूर था। इतने में बड़ी-बड़ी बूँदें पड़ने लगीं। भरत भागता हुआ घर पहुँचा। फिर भी वह भीग गया था।

भरत को देखते ही पिता जी बोले, "जाओ, कपड़े बदल लो, नहीं तो सरदी लग जाएगी।"

कपड़े बदलते हुए भरत सोचने लगा - आसमान में पानी कहाँ से आता है? बादल आने पर ही वर्षा क्यों होती है? उसने

अध्यापन संकेत : यह पाठ विज्ञान से संबंधित है। इसमें बादलों के बनने और वर्षा होने की प्रक्रिया का वर्णन है। पाठ शुरू करने से पहले बच्चों से बादलों और वर्षा के संबंध में बातचीत करें। अपनी ओर से वर्षा होने की पूरी प्रक्रिया को सरल ढंग से समझाएँ। पूरा पाठ धीरे-धीरे पहले स्वयं पढ़ें। वाक्य प्रयोग द्वारा कठिन शब्दों के अर्थ स्पष्ट करें। चर्चा द्वारा विषय को सरल बनाएँ। बच्चों से पाठ का सस्वर वाचन करवाएँ। बादल और वर्षा पर कोई कविता सुनें और सुनाएँ। आसमान में बादल कई रूपों में दिखाई देते हैं। बच्चों को उन्हें देखने और उनका आनंद उठाने के लिए प्रेरित करें।

सोचा, पिता जी से पूछना चाहिए। वह कपड़े बदलकर पिता जी के पास गया।

भरत ने पूछा, " पिता जी, वर्षा का पानी कहाँ से आता है?"

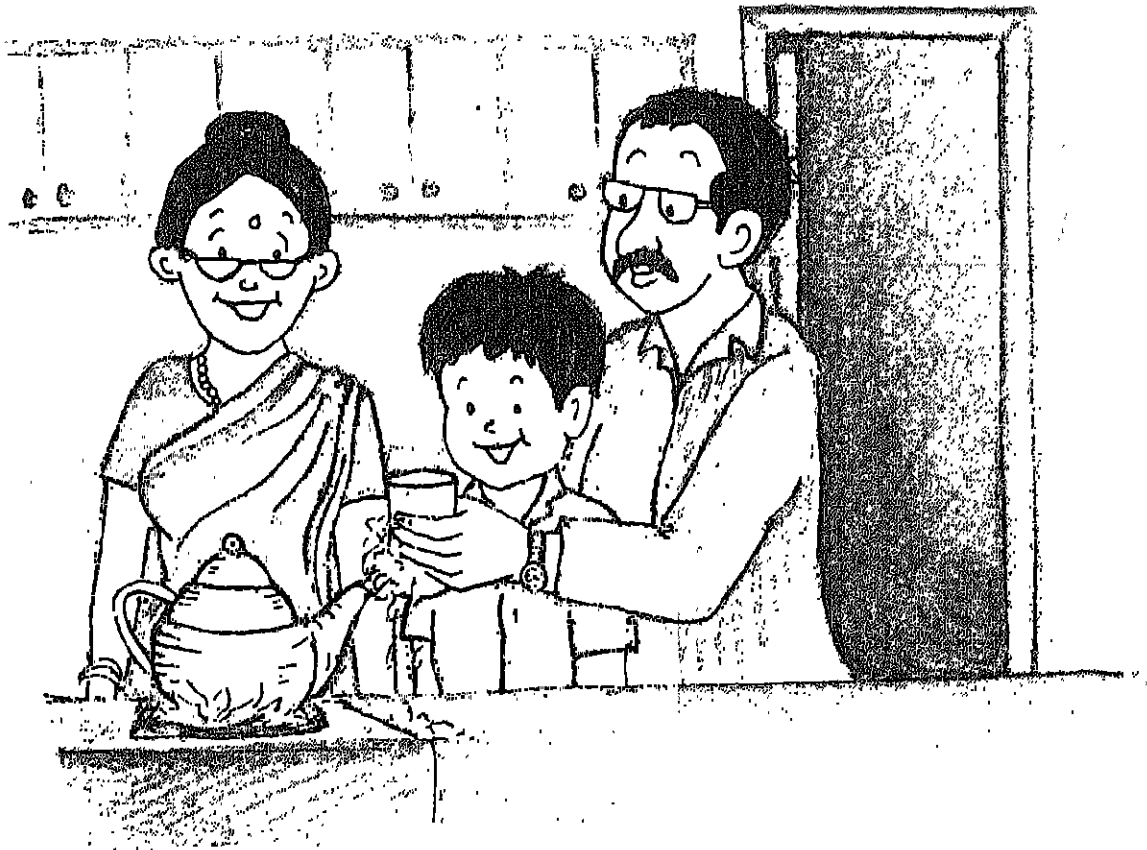
"बादलों से।" पिता जी ने बताया।

भरत ने फिर पूछा, "लेकिन बादलों में इतना पानी कहाँ से आता है?"

पिता जी ने समझाते हुए कहा, "बेटा, तालाबों, नदियों और समुद्रों में पानी होता है। सूर्य की तेज़ गरमी से यही पानी भाप में बदल जाता है। फिर भाप आसमान में जाकर बादल बन जाती है।"

भरत ने प्रश्न किया, " पिता जी, भाप बादल कैसे बन जाती है?"

पिता जी ने उत्तर दिया, "भाप हवा से हलकी होती है। हलकी होने के कारण यह ऊपर उठती है। ऊपर होती है ठंड। ठंड से ही भाप फिर से पानी की बहुत ही नन्हीं-नन्हीं बूँदों का रूप ले लेती है। बादल ऐसी ही नन्हीं-नन्हीं बूँदों का समूह है।"

पिता जी भरत को रसोईघर में ले गए। वहाँ माँ चाय बना रही थी। चूल्हे पर केतली रखी थी। केतली के मुँह से भाप निकल रही थी। भाप ऊपर की ओर उठ रही थी।

पिता जी ने ठंडे पानी से भरा एक गिलास उठाया। इस गिलास को वे भाप के पास ले गए। कुछ देर गिलास को वहीं पकड़े खड़े रहे।

भरत ने देखा - गिलास पर से पानी की बूँद टपक रही है। भरत सब कुछ समझ गया। वह बहुत खुश था।

बताओ

(क) भरत क्यों भीग गया था?

(ख) भाप कैसे बनती है?

(ग) भाप ऊपर क्यों उठती है?

(घ) पिता जी भरत को रसोईघर में क्यों ले गए?

वाक्य पूरे करो

भाप बूँदों बादल पानी

(क) बादलों में इतना ________ कहाँ से आता है?

(ख) सूर्य की गरमी से पानी ________ बन जाता है?

(ग) ________ पानी बरसाते हैं।

(घ) बादल नन्हीं-नन्हीं ________ का समूह है।

पढ़ो और लिखो

चूल्हा	कुल्हाड़ी	दूल्हा	वर्षा	सूर्य	हर्ष
प्रेम	प्रश्न	व्रत	नन्हीं	इन्हें	उन्हें

पढ़ो और समझो

पंख = पङ्ख
चंचल = चञ्चल
ठंड = ठण्ड
तुरंत = तुरन्त
पंप = पम्प
सुंदर = सुन्दर
आनंद = आनन्द
रंजन = रञ्जन
बंधु = बन्धु
मंजन = मञ्जन

14. साहसी बालक

पूर्णचंद्र बस्ती प्रतिदिन झोंपड़ियाँ
लट्ठे जनवरी साहसी इनाम

पूर्णचंद्र का घर एक घनी बस्ती में था। वह प्रतिदिन बस्ती की पाठशाला में पढ़ने जाया करता था। उसे पढ़ने-लिखने का बहुत शौक था। वह पाठशाला से आकर थोड़ा खेलता और फिर पढ़ने बैठ जाता।

आज पाठशाला में पूर्णचंद्र खेलते-खेलते बहुत थक गया था। उसने सोचा – खाना खाकर कुछ देर आराम करूँगा, फिर पढ़ूँगा।

पूर्णचंद्र थका हुआ तो था ही, जैसे ही चारपाई पर लेटा उसे गहरी नींद आ गई। नींद में उसे कुछ लोगों के भागने और

अध्यापन संकेत : पूर्णचंद्र, लट्ठे, बस्ती, बाँस, फूस, झोंपड़ी - शब्दों को श्यामपट पर लिखें, इनका उच्चारण करवाएँ और अर्थ स्पष्ट करें। इंद्र-सुंदर, चंद्र-मंदिर जैसे शब्दों के उदाहरणों द्वारा (द्र) (द् र) और (दर) के उच्चारण में अंतर स्पष्ट करें। बंद और बन्द, चंद्र और चन्द्र की तरह के अन्य जोड़े श्यामपट पर लिखकर बताएँ कि ये दोनों ही ठीक हैं लेकिन आजकल इन्हें बिंदु के साथ ही लिखा जाता है। मिलते-जुलते क्रियापदों, जैसे – करूँगा, पढ़ूँगा, खेलूँगा आदि पर ध्यान दिलाएँ और वैसे ही अन्य क्रियापद बताने को कहें। बच्चों को अपने जीवन या परिचित व्यक्तियों के जीवन के साहसिक अनुभव सुनाने को प्रोत्साहित करें।

चिल्लाने की आवाज़ें सुनाई दीं। वह घबराकर उठ बैठा। सचमुच लोग चिल्ला रहे थे।

"आग! आग!"

"आग! आग! बस्ती में आग लग गई है।"

पूर्णचंद्र भागा-भागा बाहर आया। उसने इधर-उधर देखा, लोग एक ओर भागे जा रहे थे। पूर्णचंद्र भी उधर ही भागने लगा।

उसने देखा, कई झोंपड़ियों और मकानों में आग लगी हुई थी। आग पूर्णचंद्र की पाठशाला की ओर बढ़ रही थी। इतने में पाठशाला की छत पर एक जलती हुई लकड़ी आ गिरी।

पाठशाला का दरवाज़ा बंद था। उस पर ताला लगा हुआ था। पूर्णचंद्र ने कुछ सोचा। वह झट बाँस के लट्ठे के सहारे छत पर चढ़ गया।

फूस की छत तेज़ी से आग पकड़ रही थी। पूर्णचंद्र ने जलता हुआ फूस फेंक दिया।

लोगों ने फूस पर पानी डाला। आग बुझ गई। पूर्णचंद्र ने अपनी पाठशाला को जलने से बचा लिया।

इतने में आग बुझानेवाले भी आ गए। जगह-जगह पानी डालकर उन्होंने बस्ती में लगी आग बुझा दी।

भारत सरकार ने 26 जनवरी को साहसी बालक पूर्णचंद्र को इनाम दिया।

किसने कहा, क्यों कहा?

(क) खाना खाकर कुछ देर आराम करूँगा।

(ख) आग! आग! बस्ती में आग लग गई।

बताओ

(क) पूर्णचंद्र ने जलता हुआ फूस नीचे क्यों फेंक दिया?

(ख) सरकार ने पूर्णचंद्र को इनाम क्यों दिया?

(ग) पूर्णचंद्र कैसा लड़का था?

पढ़ो और समझो

लट्ठा	चिट्ठी	इकट्ठा	ट् + ठ = ट्ठ
चन्द्र	इन्द्र	पन्द्रह	न् + द् + र = न्द्र
चंद्र	इंद्र	पंद्रह	

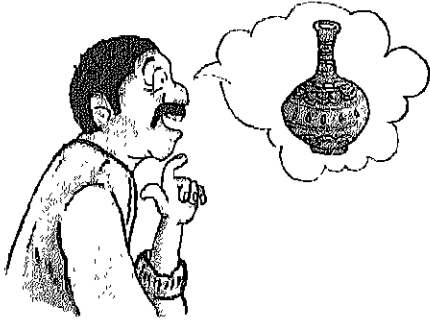
वाक्य बनाओ

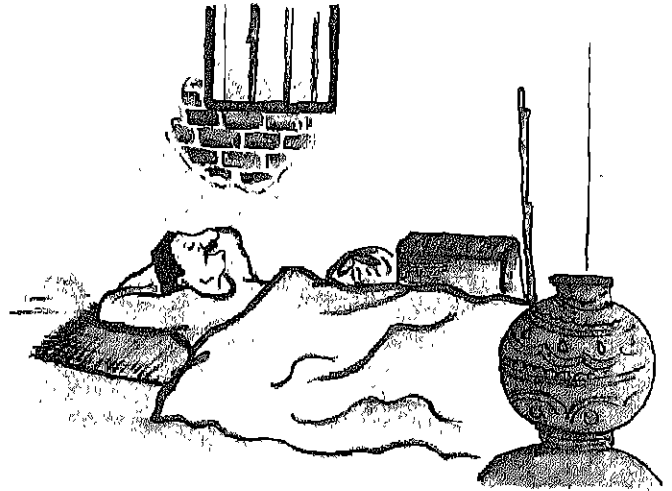
प्रतिदिन गहरी साहसी इनाम झोंपड़ी

पढ़ो और लिखो

पूर्णचंद्र	बस्ती	शौक	चारपाई	झोंपड़ियाँ
साहसी	इनाम	राजेंद्र	इकट्ठा	बस्ता

15. सबकी सुराही

सुराही मज़बूत कुम्हार कीचड़ बेल-बूटे

एक थी सुराही। बहुत सुंदर, बहुत मज़बूत । उस पर सुंदर-सुंदर बेल-बूटे बने थे। भीमा सुराही को बार-बार देखता और खुश होता।

वह सोचने लगा - मेरी मेहनत से ही यह सुराही इतनी सुंदर बनी है। सोचते-सोचते उसे नींद आ गई। वह सपना देखने लगा। सुराही

अध्यापन संकेत : यह पाठ गद्य और पद्य की मिली-जुली शैली में है। पहले इसे स्वयं पढ़ें, फिर बच्चों से अभिनयात्मक ढंग से पढ़वाएँ। बच्चे - कुम्हार, मिट्टी, पानी, चाक, आग और सुराही पात्र बनकर पढ़ें। कुम्हार, बेल-बूटे, चाक, मिट्टी आदि के बारे में बात करें। सुराही या घड़ा कैसे बनाया जाता है – इसकी पूरी प्रक्रिया बच्चों को बताएँ। मिट्टी-मिटी, पक्का-पका, बच्चा-बचा शब्दों को श्यामपट पर लिखकर दोनों के उच्चारण और अर्थ के अंतर पर ध्यान दिलाएं। सुंदर-सुंदर दो बार लिखने का मतलब है बल देना अर्थात् बहुत सुंदर । अभ्यास में दिए गए इसी प्रकार के शब्दों को पढ़वाएँ और वाक्य बनवाएँ। चर्चा के माध्यम से उभारें - मिलजुल कर काम करने से काम अच्छा होता है। बच्चों से मिट्टी के बरतन बनवाएँ।

के पास पड़ी मिट्टी हिली और कहने लगी –
"सुराही सुराही मैंने तुम्हें बनाया
सुंदर रूप तुम्हारा मुझसे ही है आया।"

मिट्टी ने जब बार-बार यह कहना शुरू किया, तब पास ही रखी हुई बालटी का पानी छलका। वह कहने लगा –

"मिट्टी रानी मिट्टी रानी मेहनत सारी मेरी
मैंने इसे बनाया तुम थी धूल की बस ढेरी।"

मिट्टी और पानी की बातें सुनकर भीमा कुम्हार का चाक चुप न रह सका। वह बोला –

"तुम दोनों थे कीचड़-मिट्टी इस सच को लो जान
बनी सुराही मेरे कारण बात यही लो मान"

मिट्टी, पानी और चाक की बातें सुनकर बुझती आग भी जोश में आकर कहने लगी –

"तुम सब बातें कच्ची करते कच्चा काम तुम्हारा
तप कर मुझमें बनी सुराही असली काम हमारा।"

भीमा कुम्हार ने सबकी बातें सुनीं। वह बोला, "सब चुप हो जाओ, चलो सुराही से पूछते हैं, उसे किसने बनाया।"

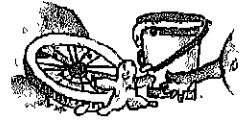
सुराही ने जब यह सवाल सुना, वह बोली –

"किसी एक का काम नहीं यह सबकी मेहनत सबका काम
मिलजुल कर सब कर सकते हैं अच्छे-अच्छे, सुंदर काम।"

बताओ

(क) सुराही कैसी थी?
(ख) चाक ने क्यों कहा - सुराही मेरे कारण बनी है ?
(ग) आग ने सुराही बनाने में क्या मदद की?
(घ) सुराही ने क्या कहा?

पढ़ो और समझो

सुंदर-सुंदर	पीछे-पीछे
बार-बार	हरी-हरी
ज़ोर-ज़ोर	धीरे-धीरे

वाक्य बनाओ

कुम्हार	पर	सबकी बातें सुनीं।
	को	सुंदर बेल-बूटे बने थे।
सुराही	ने	सबने मिलकर बनाया था।
	का	नाम भीमा था।

करो

मिट्टी से खिलौने बनाओ।

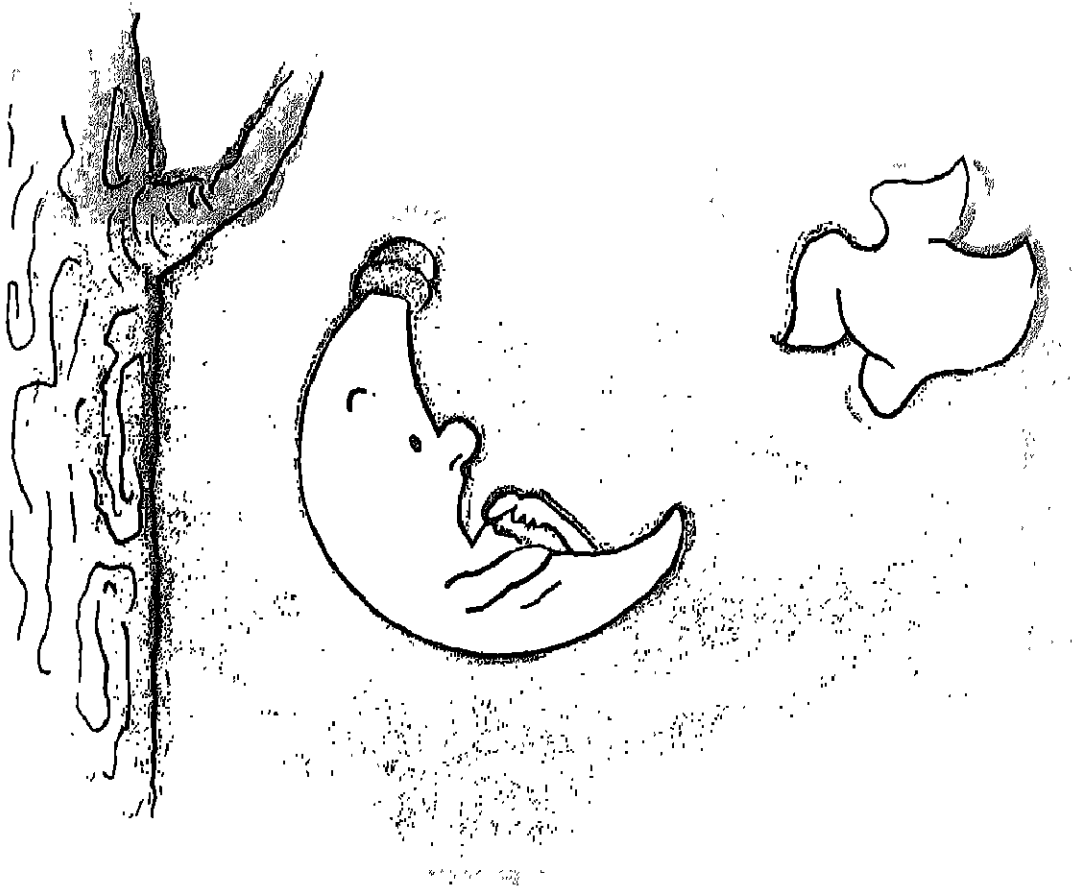
16. चाँद का कुरता

चाँद **झिंगोला** **ठिठुर** **यात्रा**

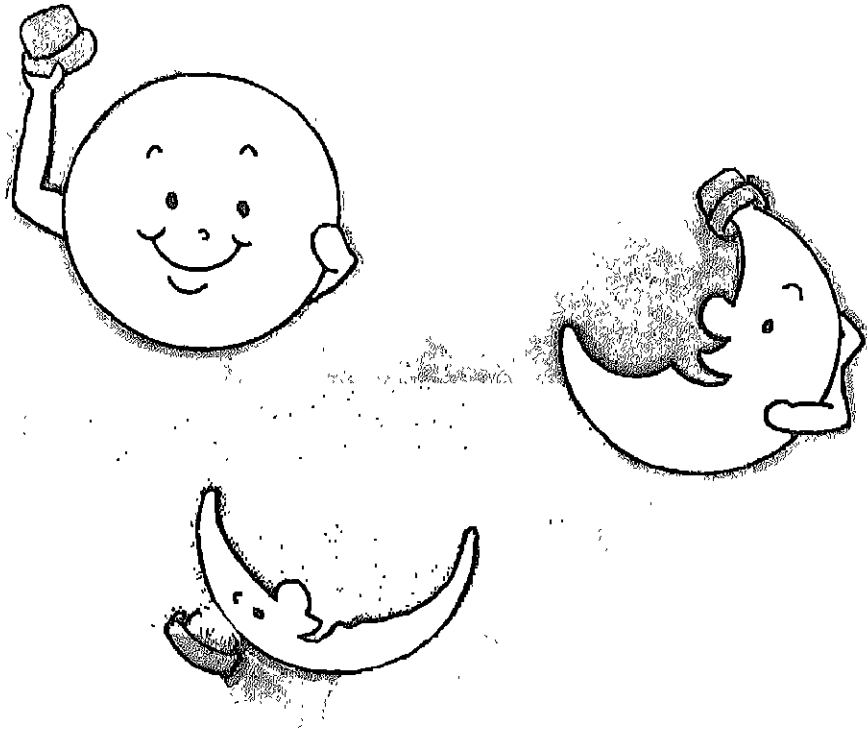
भाड़े **सलोने** **अंगुल**

हठ कर बैठा चाँद एक दिन, माता से यह बोला,
"सिलवा दो माँ, मुझे ऊन का मोटा एक झिंगोला।

सन-सन चलती हवा रात भर, जाड़े से मरता हूँ,
ठिठुर-ठिठुर कर किसी तरह यात्रा पूरी करता हूँ।

अध्यापन संकेत : चर्चा करें कि हम कपड़े क्यों पहनते हैं? तुम नए कपड़े लेने के लिए किससे कहते हो? चाँद आसमान में रातभर घूमता है, क्या उसे भी कपड़ों की ज़रूरत पड़ती होगी? कपड़े सिलवाने के लिए वह किससे कहेगा? क्या माँ उसे कुरता या झिंगोला सिलवा देगी? लय और तान के साथ कविता को धीरे-धीरे पढ़ें, जिससे अर्थ स्वयं ही स्पष्ट हो जाए। बच्चे साथ-साथ कविता बोलें, याद करें और सुनाएँ। चाँद के घटते-बढ़ते आकार को देखने के लिए प्रेरित करें। श्यामपट पर चाँद का अलग-अलग आकार बनाकर भी दिखाएँ। बच्चों से चाँद के अलग-अलग आकार बनवाएँ।

आसमान का सफ़र और यह मौसम है जाड़े का,
न हो अगर तो ला दो कुरता ही कोई भाड़े का।"

बच्चे की सुन बात कहा माता ने, "अरे सलोने!"
कुशल करें भगवान, लगे मत तुझको जादू टोने।

जाड़े की तो बात ठीक है, पर मैं तो डरती हूँ,
एक नाप में कभी नहीं तुझको देखा करती हूँ।

कभी एक अंगुल भर चौड़ा, कभी एक फुट मोटा,
बड़ा किसी दिन हो जाता है और किसी दिन छोटा।

घटता-बढ़ता रोज़ किसी दिन ऐसा भी करता है,
नहीं किसी की भी आँखों को दिखलाई पड़ता है।

अब तू ही तो बता, नाप तेरी किस रोज़ लिवाएँ,
सी दें एक झिंगोला जो हर रोज़ बदन में आए?"

— रामधारी सिंह 'दिनकर'

बताओ

(क) चाँद ने माँ से क्या कहा?

(ख) माँ ने चाँद को क्या उत्तर दिया?

पढ़ो और समझो

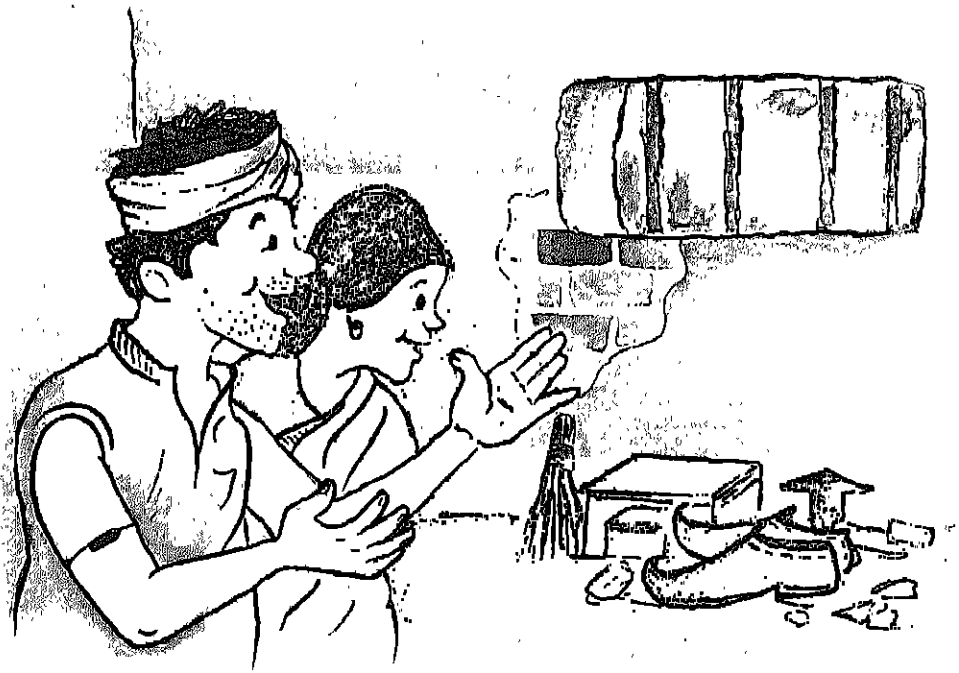
हठ	=	ज़िद्द
झिंगोला	=	झबला, कुरते जैसा दिखनेवाला एक ढीला वस्त्र
सन-सन	=	हवा चलने की आवाज़
ठिठुर-ठिठुर	=	सरदी से सिकुड़ना/काँपना
यात्रा	=	सफ़र
भाड़े	=	किराए
सलोने	=	सुंदर

करो

इस कविता को याद करके कक्षा में सुनाओ।

17. मोची और बौने

पत्नी दुकान चमड़ा अँधेरा बौने खिड़की

एक मोची और उसकी पत्नी अपनी दुकान के पीछे रहते थे। मोची बहुत अच्छे जूते बनाता था। उसके पास पैसे बहुत कम थे। इसलिए वह एक जोड़ा जूते के लिए ही चमड़ा लाता था।

अध्यापक संकेत : कहानी को रोचक ढंग से सुनाएँ। बच्चों से बीच-बीच में प्रश्न पूछकर निश्चित करें कि वे ध्यान से कहानी सुन रहे हैं। दूसरों की मदद करने से सभी को खुशी मिलती है – इस भाव को निकलवाएँ और चर्चा करें। बच्चों को अपने शब्दों में कहानी सुनाने को कहें। कहानी का अभिनय करवाएँ। ज़, फ़, ड़-ढ़, श-स के शुद्ध उच्चारण पर बल दें। श्यामपट या कार्डों की सहायता से अभ्यास कराएँ।

एक दिन काम करते-करते अँधेरा हो गया। मोची ने जूते बनाने के लिए चमड़ा काटकर रख दिया। फिर वह घर चला गया।

अगले दिन मोची दुकान में आया। मोची ने अपनी पत्नी से कहा, "अरे ! ये जूते। शाम को तो मैंने चमड़ा काटकर ही रखा था। देखो, रात में ऐसे सुंदर और मज़बूत जूते किसने बना दिए।"

"कितने सुंदर जूते हैं।" उसकी पत्नी बोली।

तभी दुकान पर एक आदमी आया। उन जूतों को देखकर बोला, "ये जूते बड़े सुंदर हैं। मुझे दे दो, भाई।" मोची ने ज़ूते उसे दे दिए। उसने मोची को बहुत-से पैसे दिए।

उस दिन मोची दो जोड़ी जूतों के लिए चमड़ा लाया। शाम को फिर चमड़ा काटकर वह चला गया।

अगले दिन वह दुकान में आया और बोला, "अरे ! आज भी जूते बन गए हैं। इनको कौन बना जाता है ?"

उस दिन भी उसकी दुकान पर एक आदमी आया और बोला, "ये जूते बड़े मज़बूत हैं।

मुझे दे दो।" मोची ने दोनों जोड़े जूते उसे दे दिए। उस आदमी ने भी मोची को बहुत-से पैसे दिए।

अब मोची अधिक चमड़ा लाने लगा। वह शाम को चमड़ा काटकर रख देता। दूसरे दिन उसे जूते बने मिलते। जूते तुरंत बिक जाते। इस तरह उसके पास बहुत-से पैसे हो गए।

एक दिन मोची ने अपनी पत्नी से कहा, "हम आज रात को खिड़की में से देखेंगे, ये जूते कौन बना जाता है।" चमड़ा काटकर मोची अपनी पत्नी के साथ खिड़की के पीछे छिपकर बैठ गया और देखने लगा।

"देखो, देखो!' उसकी पत्नी धीरे से बोली। मोची ने देखा-दो बौने नाचते-नाचते आए और जूते बनाने लगे।

मोची की पत्नी बोली, "अच्छा! तो ये बौने ही जूते बना जाते हैं। इन दोनों ने हमारी बहुत मदद की है। मैं इनके लिए सुंदर-सुंदर कपड़े बनाऊँगी।"

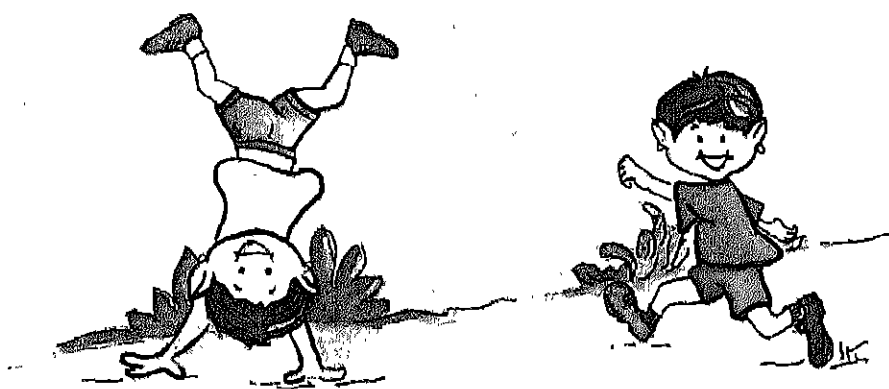
"मैं इनके लिए छोटे-छोटे जूते बनाऊँगा," मोची बोला।

मोची और उसकी पत्नी ने बौनों के लिए जूते और कपड़े बनाए! शाम को उन्हें दुकान में रख दिया। फिर वे खिड़की के पीछे बैठकर देखने लगे।

रात हुई। बौने आए। "आज तो चमड़ा नहीं है," एक ने कहा।

"अरे! देखो! यह क्या? कपड़े और जूते!" दूसरे बौने ने कहा।

कपड़े और जूते पहनकर वे बहुत खुश हुए और उछलते-कूदते चले गए।

मोची और उसकी पत्नी दोनों बहुत प्रसन्न थे।

बताओ

(क) मोची और उसकी पत्नी कहाँ रहते थे?
(ख) मोची दो जोड़ी जूतों के लिए ही चमड़ा क्यों लाया?
(ग) मोची को कैसे पता चला कि जूते कौन बना जाता था?
(घ) मोची और उसकी पत्नी ने बौनों के लिए क्या-क्या बनाया?

पढ़ो और बताओ, कौन-सी बात सही है?

☐ मोची बहुत धनी था।
☐ मोची और उसकी पत्नी को बौने अच्छे लगे।
☐ मोची और उसकी पत्नी दोनों ही अच्छे थे।
☐ बौनों ने उनकी कुछ मदद नहीं की।
☐ वे भी बौनों को कुछ देना चाहते थे।

पढ़ो, समझो और लिखो

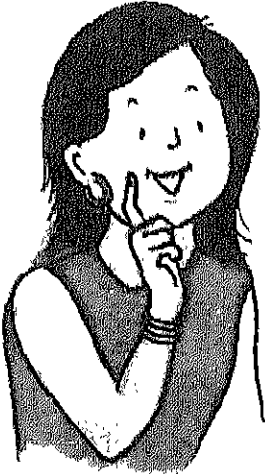
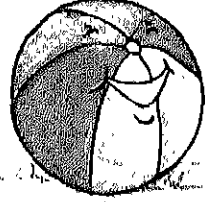
जूता	जूते
कपड़ा	______
बौना	______
दीया	दीए
रुपया	______
भेड़िया	______

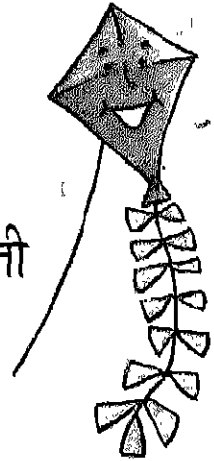
पढ़ो और समझो

मज़बूत	रोज़	जहाज़
साफ़	सफ़ाई	सफ़ेद
पेड़	सड़क	खिड़की
दाढ़ी	सीढ़ी	पढ़ना
शहतूत	शीश	मशाल
सवेरा	बरसना	साहसी

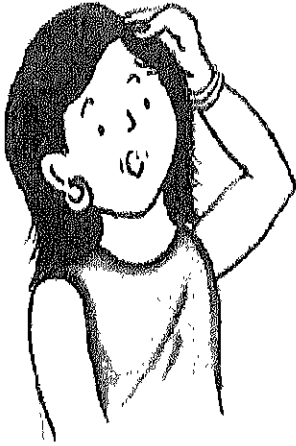
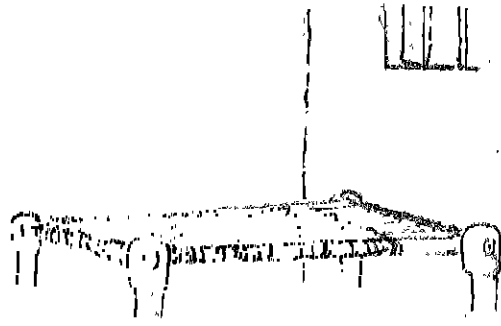
18. बूझो तो जानें

(1)

नीचे पटको ऊपर जाती
ऊपर से फिर नीचे आती
ऊँची-ऊँची कूद लगाती
गोल-गोल हूँ तुमको भाती।

(2)

बिना पंख ही उड़ जाती
बाँध गले में डोर
खींचो तो ऊपर चढ़ जाती
रहे हाथ में छोर।

अध्यापन संकेत : ये पहेलियाँ एक-एक करके पूछिए। पहेली का सही उत्तर मिलने पर उसे श्यामपट पर लिखें। इसी प्रकार की अन्य पहेलियाँ बच्चों से आपस में बूझने को कहें।

(3)

चार पाँव पर चल न पाऊँ
बिना हिलाए हिल न पाऊँ
फिर भी सबको दूँ आराम
झटपट बोलो मेरा नाम।

(4)

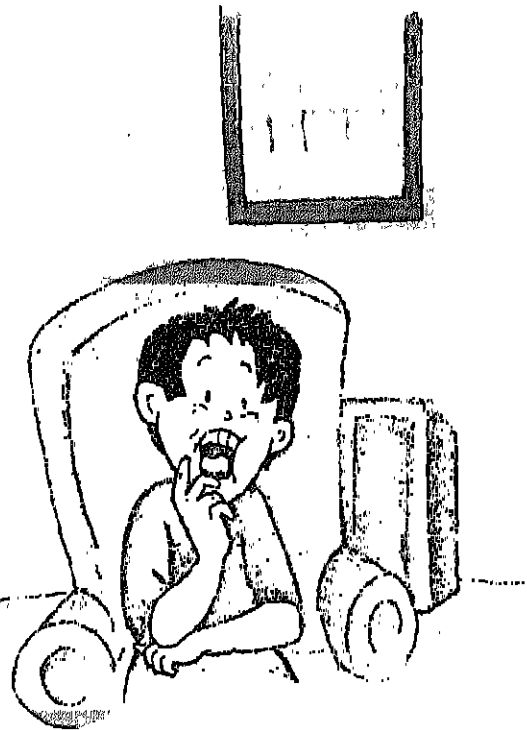
तैर-तैर कर आती हो
मचल-मचल कर जाती हो
करती हो तुम मनमानी
कहलाती जल की रानी।

— जयप्रकाश भारती

19. दाँतों की सफ़ाई

ऋषि दाँत डाक्टर दातुन बुरुश खोखला

ऋषि के दाँत में बहुत दर्द हो रहा था। वह पाठशाला भी नहीं जा सका। ऋषि की माँ उसे दाँतों के डाक्टर के पास ले गई। डाक्टर ने ऋषि के दाँतों को देखा। वे बोले, "ऋषि बेटा, तुम्हारे दाँत तो बहुत गंदे हो रहे हैं। क्या तुम रोज़ दाँत साफ़ नहीं करते?"

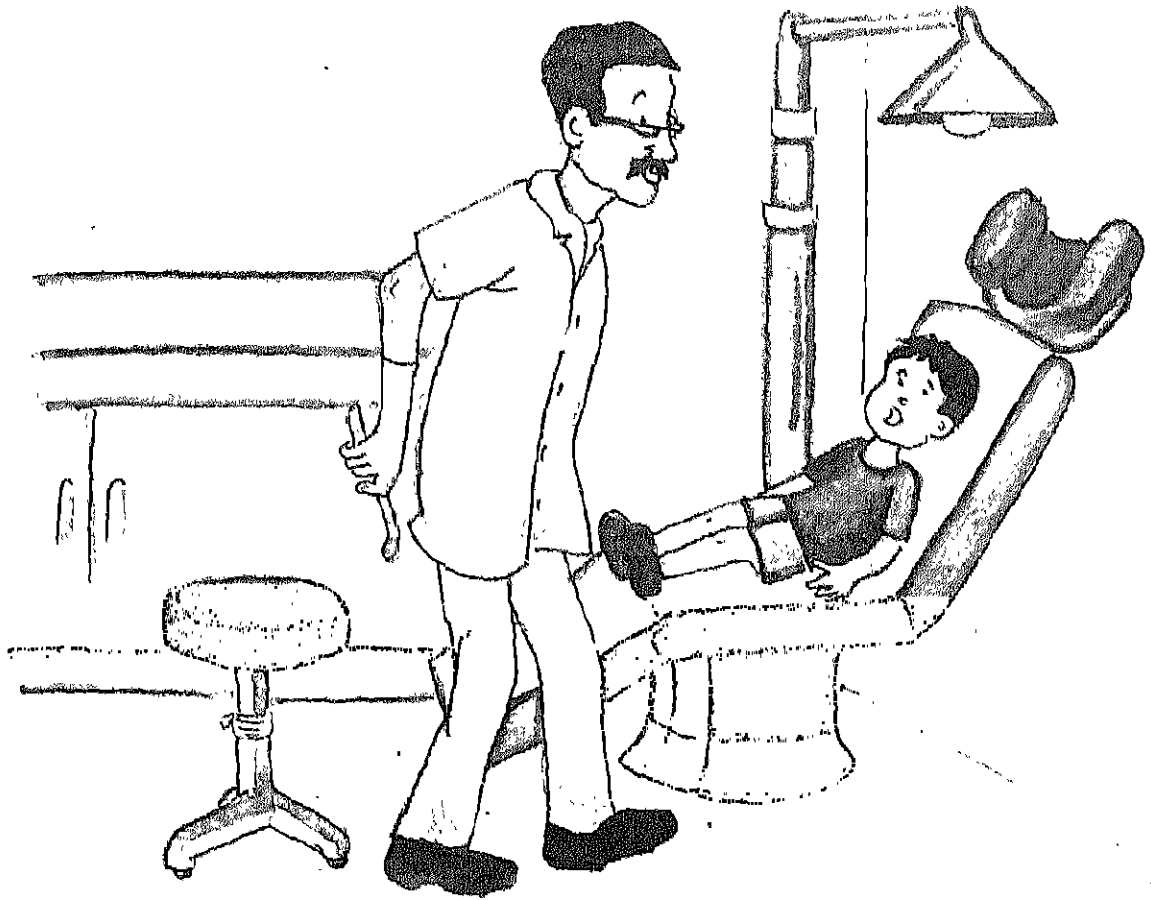
ऋषि चुप रहा। माँ बोली, "हाँ, डाक्टर साहब, यह रोज़ दाँत साफ़ नहीं करता। बहुत कहने पर ही दाँत साफ़ करता है।"

अध्यापन संकेत : पाठ में आए नए शब्दों, जैसे – ऋषि, दाँत, बुरुश, डाक्टर आदि को श्यामपट पर लिखकर स्वयं उनका उच्चारण करें और बच्चों से करवाएँ। ऋ का यहाँ पहली बार प्रयोग किया गया है। ऋ को श्यामपट पर लिखकर इसका उच्चारण करवाएँ। फिर लिखने का अभ्यास दें। इससे बनने वाले शब्दों, जैसे – ऋषि, ऋतु, ऋचा, ऋण आदि को श्यामपट या कार्डों पर लिखकर पढ़वाएँ और लिखवाएँ। बच्चों को दाँत साफ़ करने का सही तरीका बताएँ।

डाक्टर ने कहा, “इसके दाँत को कीड़ा लग गया है। मैं अभी दवा लगा देता हूँ। दवा से दर्द कम हो जाएगा। पर आप ध्यान रखिएगा यह रोज़ दो बार दाँत अवश्य साफ़ करे।”

माँ बोली, “दो बार?”

डाक्टर दवा लगाते हुए बोले, “जी हाँ, दाँत दो बार ही साफ़ करने चाहिए। एक बार सुबह उठने के बाद और दूसरी बार रात को सोने से पहले। बुरुश या दातुन से दाँत साफ़ करवाइए। ऋषि को दूध भी खूब दीजिए। दूध पीना दाँतों के लिए अच्छा है।”

ऋषि बोल उठा, “अच्छा डाक्टर साहब, मैं दो बार दाँत साफ़ करूँगा और दूध भी पिया करूँगा। फिर तो मुझे दर्द नहीं होगा?”

डाक्टर बोले, “नहीं, फिर तुम्हारे दाँत में दर्द नहीं होगा। दाँत साफ़ रखने से दाँत में कीड़ा नहीं लगता। कीड़ा दाँतों को खोखला कर देता है। लो, यह लो दवा। दाँत साफ़ करते समय पानी में डाल लेना।”

ऋषि जाने लगा तो डाक्टर ने कहा, "सुनो ऋषि, एक बात का और ध्यान रखना। दाँतों को मज़बूत बनाने के लिए सब्ज़ियाँ और फल खाना बहुत ज़रूरी है। इससे दाँतों की कसरत होती है और दाँत साफ़ रहते हैं।"

माँ बोली, "मैं इस बात का ज़रूर ध्यान रखूँगी। मैं इसे फल और सब्ज़ियाँ खाने को दिया करूँगी।"

दवा लगाने से ऋषि के दाँत का दर्द कुछ ठीक हो गया था। वह खुशी-खुशी वहाँ से चल पड़ा।

बताओ

(क) दाँत साफ़ न करने से क्या होता है?
(ख) डाक्टर ने ऋषि की माँ को क्या सलाह दी?
(ग) दाँतों को मज़बूत बनाने के लिए क्या-क्या खाना चाहिए?
(घ) फल और सब्ज़ियाँ क्यों खानी चाहिए?

लिखो

ऋ = ृ ऋ ऋ ऋ

ऋषि ऋतु ऋचा आँख दाँत हँसना आँसू

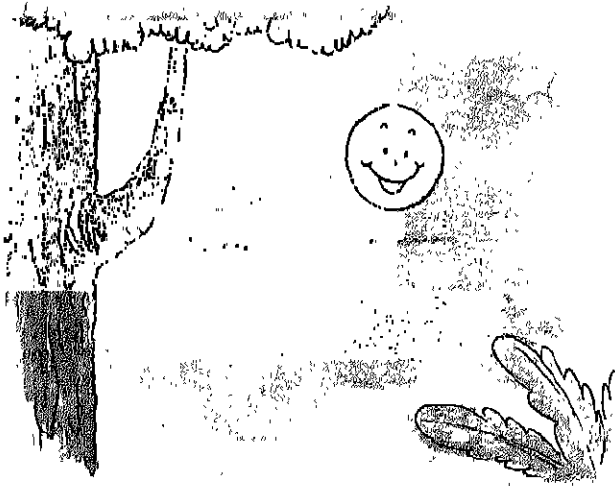
दर्द सर्प बुरुश प्रणाम डाक्टर कंडक्टर

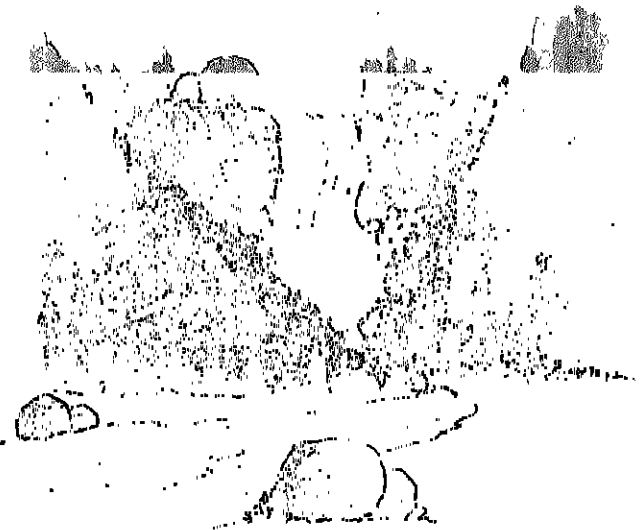
पढ़ो, समझो और लिखो

एक	अनेक	मज़बूत	कमज़ोर
शुरु	———	खुश	———
धीरे	———	साफ़	———
आगे	———	कम	———
अँधेरा	———	दिन	———

करो

नीम या कीकर की टहनी की दातुन बनाओ। उससे दाँत साफ़ करो।

20. कौन

अगर न होता चाँद, रात में
हमको दिशा दिखाता कौन?
अगर न होता सूरज, दिन को
सोने-सा चमकाता कौन?

अगर न होतीं निर्मल नदियाँ
जग की प्यास बुझाता कौन?
अगर न होते पर्वत, मीठे
झरने भला बहाता कौन?

अध्यापन संकेत : कविता को गाकर पढ़ें और फिर बच्चे और आप साथ-साथ गाएँ। इस कविता में प्रकृति के उपहारों का उल्लेख किया गया है। कौन वाली पंक्तियों के संबंध में प्रश्न पूछें - रात के समय रास्ता कौन दिखाता है? दिन को सोने-सा कौन चमकाता है? संसार की प्यास कौन बुझाता है? हरियाली कौन फैलाता है? इसी प्रकार अन्य पंक्तियों पर प्रश्न पूछकर कविता का भाव स्पष्ट करें। बच्चों से निकलवाएँ कि सूरज, चाँद, नदियाँ, पर्वत, पेड़, बादल आदि सभी हमें कुछ-न-कुछ देकर हमारी मदद करते हैं। हमें भी दूसरों की मदद करनी चाहिए। अंत की दो पंक्तियों में हम शब्द बच्चों के लिए आया है।

अगर न होते पेड़ भला फिर,
हरियाली फैलाता कौन?
अगर न होते फूल बताओ
खिल-खिलकर मुसकाता कौन?

अगर न होते बादल, नभ में
इंद्रधनुष रच पाता कौन?
अगर न होते हम तो बोलो
ये सब प्रश्न उठाता कौन?

— बालस्वरूप राही

पढ़ो और समझो

निर्मल	=	साफ़	नभ	=	आसमान, आकाश
रच	=	बना	जग	=	संसार, दुनिया
पर्वत	=	पहाड़	प्रश्न	=	सवाल

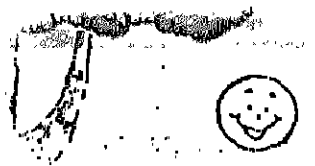
चर्चा करो

(क) आकाश में इंद्रधनुष कब दिखाई देता है?
(ख) पेड़ों से हमें क्या-क्या लाभ हैं?
(ग) सूर्य, चंद्र और बादल हमें क्या देते हैं?

पढ़ो, समझो और लिखो

पर्वतों से निकलते हैं ______________ नदियाँ और झरने
पेड़ों से मिलते हैं ______________
चाँद देता है ______________
सूरज देता है ______________
बादल देते हैं ______________

याद करो

इस कविता को याद करके कक्षा में सुनाओ।

21. हंस किसका

पक्षी　　सिद्धार्थ　　चहचहाना　　घायल　　घाव

हंस　　राजमहल　　शिकायत　　पट्टी　　देवदत्त

सुबह का समय था। बगीचे में रंग-बिरंगे फूल खिले थे। पक्षी चहचहा रहे थे। सिद्धार्थ बगीचे में घूम रहा था।

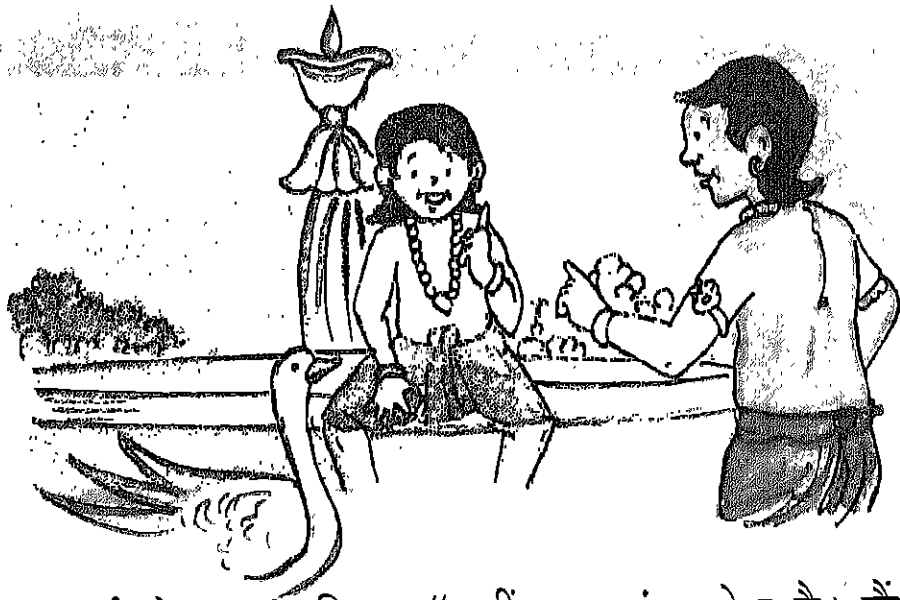
अचानक पक्षियों का चहचहाना बंद हो गया। उनके चीखने की आवाज़ें आने लगीं। जैसे कि पक्षी डरकर चिल्ला रहे हों।

तभी एक हंस उसके पैरों के पास आ गिरा। हंस के शरीर में तीर लगा हुआ था। वह तड़प रहा था।

अध्यापन संकेत : नए और कठिन शब्दों को श्यामपट पर लिखें और उनके उच्चारण करवाएँ। क्ष और द्ध वाले शब्दों को श्यामपट या फ्लैश कार्डो से पढ़वाएँ और शुद्ध उच्चारण करवाएँ। इसी प्रकार हंस और हँस शब्दों को बार-बार पढ़वाकर अनुस्वार (ं) तथा अनुनासिक (ँ) के उच्चारण-भेद से, अर्थ-भेद को स्पष्ट करें। ध्यान दिलाएँ : हमें जीवों के साथ दया का बरताव करना चाहिए। हमें किसी प्राणी को सताना नहीं चाहिए। बच्चों को बताएँ कि सिद्धार्थ ही बड़े होकर गौतम बुद्ध कहलाए।

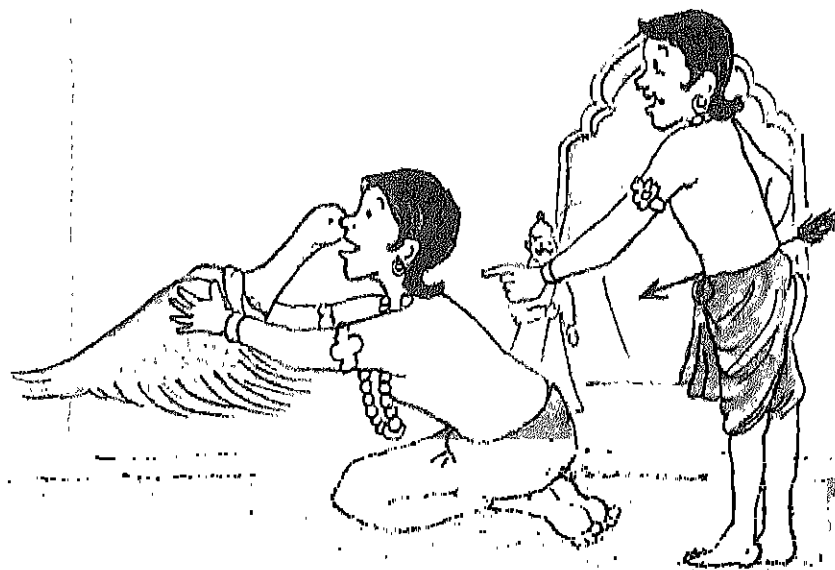
सिद्धार्थ ने हंस को उठाया। उसने प्यार से हंस के पंखों पर हाथ फेरा। धीरे से तीर निकाला।

सिद्धार्थ ने हंस का घाव धोया और पट्टी बाँधी। हंस का तड़पना कुछ कम हो गया। सिद्धार्थ उसे अपनी गोद में लिए रहा।

इतने में उसका भाई देवदत्त दौड़ा आया। वह बोला, "यह हंस मुझे दो। यह मेरा शिकार है।"

सिद्धार्थ ने उत्तर दिया, "नहीं, यह हंस मेरा है। मैंने इसे बचाया है।"

वह हंस को लेकर राजमहल की ओर चल दिया। देवदत्त भी सिद्धार्थ के पीछे-पीछे चला।

सामने ही राजा खड़े थे। देवदत्त ने उनसे शिकायत की, "सिद्धार्थ मेरा हंस नहीं दे रहा।"

सिद्धार्थ बोला, "पिता जी, देवदत्त ने हंस को तीर मारा था। वह घायल हो गया। मैंने इसे पट्टी बाँधी। अब यह हंस मेरा है।"

देवदत्त बोला, "नहीं, नहीं। यह मेरा है, मैंने इसे तीर से गिराया है।"

सिद्धार्थ ने कहा, "लेकिन मैंने इसे बचाया है।"

राजा सोचकर बोले, "देवदत्त तुम तो इस हंस को मारना चाहते थे, पर सिद्धार्थ ने इसे बचाया है। हंस सिद्धार्थ का ही है।"

बताओ

(क) सिद्धार्थ कहाँ घूम रहा था?

(ख) हंस को क्या हुआ था?

(ग) सिद्धार्थ ने घायल हंस के लिए क्या किया?

(घ) देवदत्त ने क्या फैसला दिया?

इन वाक्यों को पूरा करो

चहचहाना राजमहल देवदत्त रंग-बिरंगे घायल

(क) बगीचे में ____________ फूल खिले थे।

(ख) पक्षियों का ____________ बंद हो गया।

(ग) हंस तीर लगने से ____________ हो गया था।

(घ) वह हंस को लेकर ____________ की ओर चल दिया।

(ङ) ____________ भी सिद्धार्थ के पीछे-पीछे चल दिया।

समझो और पढ़ो

द्	+	ध	=	द्ध	=	बुद्ध	सिद्धार्थ	शुद्ध
त्	+	त	=	त्त	=	पत्ता	देवदत्त	छत्ता
ट्	+	ट	=	ट्ट	=	पट्टी	मिट्टी	छुट्टी

लिखो

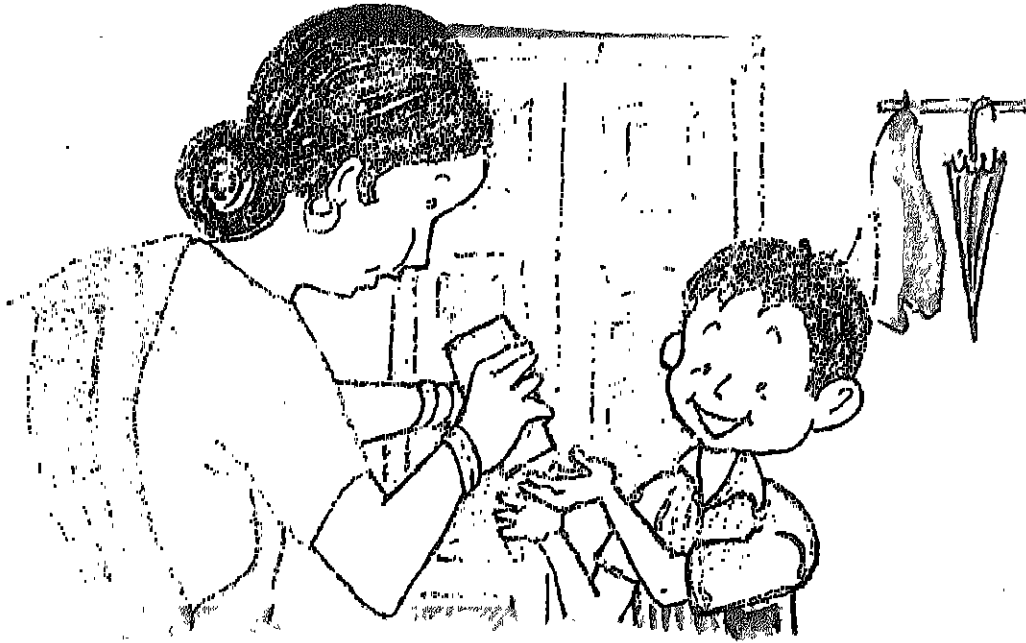
पक्षी रक्षा हंस हँस

सिद्धार्थ शुद्ध बुद्ध देवदत्त

22. होली

पिचकारी श्याम टोली टेसू
विक्टर अबीर गुलाल

विनोद पाठशाला से आते ही बोला, "माँ मुझे कुछ पैसे दे दो। मैं बाज़ार से रंग और पिचकारी लाऊँगा।"

माँ बोली, "बेटा, अभी तो होली में दो दिन बाकी हैं। क्या अभी से होली खेलोगे?"

अध्यापन संकेत : बच्चे होली कैसे मनाते हैं - चर्चा करें। पिचकारी, श्याम, टेसू, विक्टर, अबीर, गुलाल - शब्दों का उच्चारण करवाएँ। टेसू के फूलों को उबालकर होली खेलने के लिए रंग बनाया जाता है, बताएँ। बातचीत द्वारा उभारें : होली मेल-मिलाप और भाईचारे का त्योहार है। बच्चे एक-दूसरे को गुलाल लगाएँ। होली से संबंधित - *प्रह्लाद और होलिका की कथा सुनाएँ।*

विनोद ने कहा, "माँ, श्याम कहता था, वह सब मित्रों को लेकर आएगा। मैं भी तैयार रहना चाहता हूँ। मुझे पैसे दे दो।"

माँ ने कहा, "मैंने टेसू के फूलों से रंग बनाया है। यह लो पैसे अबीर, गुलाल और पिचकारी ले आना।"

माँ ने विनोद को कुछ रुपए दिए। विनोद को रास्ते में एक मित्र मिला। वह भी रंग लेने जा रहा था। उसने रंग खरीदे। विनोद ने पिचकारी और गुलाल खरीदा।

होली का दिन आ गया। बालटी में टेसू का रंग देखकर विनोद खुश हुआ।

विनोद ने पिचकारी में रंग भरा और गीता पर छोड़ दिया। गीता का सारा कुरता पीला हो गया। वह रोने लगी। विनोद ने बहिन को प्यार किया और बोला, "गीता, रोओ मत। देखो, होली रंगों का त्योहार है। तुम भी मुझ पर रंग डालो। मैं बिलकुल बुरा नहीं मानूँगा।"

गीता ने बालटी से रंग लिया और विनोद पर डाल दिया। दोनों भाई-बहिन हँसने लगे। तभी श्याम, सुरजीत, विक्टर, नजमा और सलीम आ गए।

बच्चों ने खूब होली खेली। एक-दूसरे के मुँह पर अबीर-गुलाल लगाया। गीता ने भी सब पर रंग डाला। सभी बहुत खुश थे।

पड़ोस के लोग भी होली खेलने आए। एक-दूसरे को अबीर-गुलाल लगाया और गले मिले। विनोद की माँ ने सबको मिठाई खिलाई।

बच्चे टोली बनाकर होली खेलने चल पड़े।

बताओ

(क) विनोद रंग और पिचकारी क्यों खरीदना चाहता था?
(ख) माँ ने रंग किससे बनाया?
(ग) विनोद के घर होली खेलने कौन-कौन आए?
(घ) पड़ोस के लोगों ने होली कैसे मनाई?

लिखो

तुम होली कैसे मनाते हो, पाँच वाक्य लिखो।

वाक्य बनाओ

मैं	एक-दूसरे के	रुपए दिए।
माँ ने	रंग और पिचकारी	गले मिले।
गीता ने	विनोद को	लाऊँगा।
सब	बालटी से	रंग लिया।

पढ़ो और लिखो

प्यार	प्यास	सप्ताह	समाप्त	श्याम	अवश्य
तुरंत	परंतु	संग	रंग	विक्टर	डाक्टर

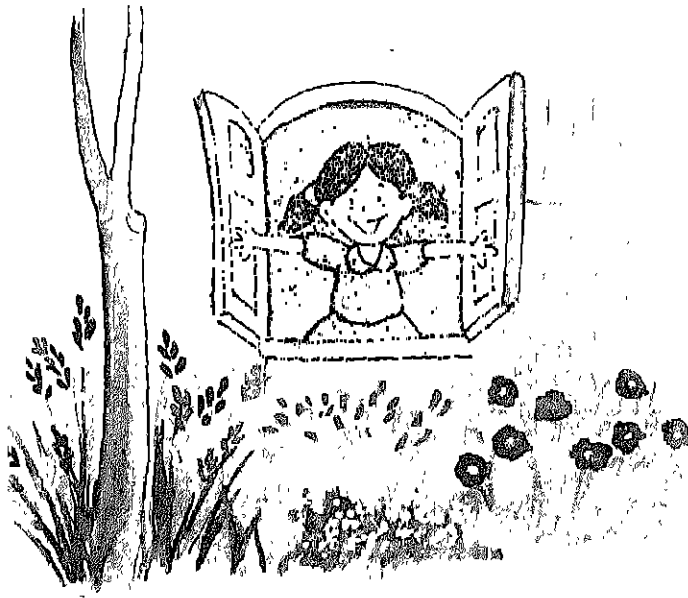
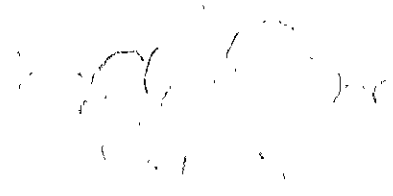
23. ऋतुएँ

सूरज तपता धरती जलती
गरम हवा ज़ोरों से चलती
तन से बहुत पसीना बहता
हाथ सभी के पंखा रहता।

आ रे बादल, काले बादल
गरमी दूर भगा रे बादल
रिमझिम बूँदें बरसा बादल
झम-झम पानी बरसा बादल।

लो घनघोर घटाएँ छाईं
टप-टप टप-टप बूँदें आईं
बिजली चमक रही अब चम-चम
लगा बरसने पानी झम-झम।

अध्यापन संकेत : इस कविता में रिमझिम, झम-झम, टप-टप, चम-चम, रंग-रंग, रंग-रँगीली जैसे शब्दों का प्रयोग हुआ है। इनकी ओर बच्चों का ध्यान दिलाएँ और बार-बार पढ़वाकर यह स्पष्ट करें कि शब्दों को दोहराने से ये पंक्तियाँ सुनने में अधिक अच्छी लगती हैं। हमारे देश की तीन मुख्य ऋतुओं की चर्चा इस कविता में है - गरमी, बरसात और सरदी या जाड़ा। तीनों ऋतुओं के बारे में कक्षा के तीन समूह बनाकर बातचीत करें। प्रत्येक समूह अपने निश्चित मौसम की विशेषताएँ बताए और उसी के अनुसार चित्र बनाकर कक्षा में प्रदर्शित करें। इन ऋतुओं से संबंधित कुछ अन्य कविताएँ सुनाएँ और याद करवाएँ।

लेकर अपने साथ दिवाली
सरदी आई बड़ी निराली
शाम सवेरे सरदी लगती
पर स्वेटर से है वह भगती।

सरदी जाती गरमी आती
रंग-रंग के फूल खिलाती
रंग रँगीली होली आती
सबके मन उमंग भर जाती।

रात और दिन हुए बराबर
सोते लोग निकलकर बाहर
सरदी बिलकुल नहीं सताती
सरदी जाती गरमी आती।

बताओ

(क) गरमी में क्या-क्या अच्छा लगता है?
(ख) बरसात में क्या-क्या होता है?
(ग) बरसात के बाद कौन-सी ऋतु आती है?
(घ) हमारे देश में कौन-कौन-सी ऋतुएँ होती हैं?

पढ़ो और लिखो

ऋषि ऋतु ऋण ऋचा

पढ़ो और समझो

तपना = बहुत गरम होना
तन = शरीर
घनघोर घटाएँ = घने बादल
उमंग = जोश

(70·1915–2226), and (5) H. G. Wells's *Experiment in Autobiography* (73). Shaw's *The Jack-Roller* gives the reader a vivid insight into the mind of a juvenile delinquent. Thomas and Znaniecki's life histories of Polish peasants illustrate the research and sociological potentialities of the personal document. Though described from the point of view of the individual reacting to them, the situations at the same time reflect great intellectual movements and changes in world affairs This technic combines study of the personality with study of the social forces interacting with it.

As a tool of research, the life history is still under suspicion But there is some evidence that its reliability may be increased if the data are obtained from a person who appreciates the fact that the document he helps to create will have scientific value

The Diary

NATURE OF DIARY

A diary might be described as an autobiography written concurrently with experience rather than in retrospect. It is often more specialized than the autobiography In some instances in which strictly experimental devices have failed to contribute anything to the solution of certain problems of individual differences, the diary has been more successful. Many problems are revealed, though none is solved, by the diary method alone

VALUES OF DIARY

A naïve and sincere diary may reveal an adolescent's yearnings, it may give considerable insight into his intensified desire for friendship, heterosexual relationships, and life goals or purposes. Diaries of seriously disturbed adolescents, though difficult to obtain, give valuable evidence about the gradual and insidious onset of mental disorders (28).

In addition to their value in the understanding of individuals, diaries offer an opportunity for the study of personality in general. The personnel worker will undoubtedly gain insight into adolescent development by reading the quotations and comments in a book such as Iovetz-Tereshchenko's *Friendship-Love in Adolescence* (31) This is a compilation of data obtained from a number of sources—diaries and other writings of adolescents, interviews with them, questionnaires filled out by them, observations of their behavior, and introspective, retrospective reports of adults on their adolescent experiences

German sources, especially the work of Stern and Bühler referred to in *Experimental Social Psychology* (43.571), will also interest personnel

workers. From Keckeissen's study (35) of moral problems and character traits as revealed by diaries kept as an assignment by 145 high school freshman girls, emotional instability and a "tendency to sadness" emerged as two outstanding factors in maladjustment Even the assigned diary may throw light on the inner world of adolescents

For research that attempts to establish norms of behavior, the diary is unsatisfactory because of sampling errors It is probable that less than 50 per cent of adolescents keep detailed, analytical diaries, and that diaries are written much more frequently by girls than by boys. The majority of diaries are started at about the beginning of puberty Of the group who keep diaries, relatively few would relinquish them into an outsider's hands Until the proportion of adolescents in various countries and in various socio-economic groups who keep diaries is ascertained, no generalization regarding adolescent characteristics can be made from this source of data Moreover, as Murphy and Murphy suggested, among those who keep diaries there is perhaps "an undue proportion whose contacts are unsatisfactory and whose need to 'talk out' their emotional problems can be satisfied in no other way" (43 571). Whatever the selective factors, the group that keeps diaries is not likely to be representative of the total adolescent population, and those who donate their diaries for research purposes are still more highly selected However, for research that aims to understand the springs of behavior and the way in which individuals view themselves and their environment, diaries may yield valuable data

CONTROLLED DIARY METHOD

The strong point of the diary is that it represents a continuous, spontaneous, prompt recording of one's activities. When this is combined with systematic attention to the completeness of the record and the adequacy of the sampling, scientific requirements are more nearly met. A number of investigators have used the controlled diary method Kambouropoulou (34) studied individual differences in the sense of humor by asking one hundred women students to keep daily records of every situation that produced a laugh More than four thousand instances of laughter were recorded and classified, and a study was then made of the tendency for particular situations consistently to evoke laughter From fifty-one college girls Gates (24) obtained records of all instances in which anger was aroused during one week. Flugel (21) instructed nine subjects to keep a record of feelings over a thirty-day period Every few minutes they were to jot down the feeling they were experiencing at the moment, its cause, the degree of its pleasantness or unpleasantness, the time of day, and the duration of the feeling in minutes As might be

expected in so difficult a task, the records, in most cases, fell far short of supplying the data desired.

Recording an activity or feeling at the time of its occurrence eliminates at least one source of error, that of delayed memory, but it presents the difficulty, more serious for some persons than for others, of dividing attention between the activity and the recording An occasional inventory of one's activities and feeling responses is wholesome, but an excess of introspection may inhibit one's normal ongoing activities.

The Daily Schedule

The purpose of the daily twenty-four-hour schedule is to secure a continuous recording of an individual's activities. Personal documents are a valuable supplement to this technic, they show what daily activities mean to the individual. As this technic has been described in detail elsewhere (65 295–321, 66 356–69), it will only be mentioned here

The Questionnaire to Students

The questionnaire combines many of the weak points of other technics with but few of their strengths It is subjective, depends upon delayed memory, and is accurate or inaccurate depending upon the degree of rapport and upon the subject's possession of the information desired.

FORMS OF QUESTIONNAIRE

The simple, direct questionnaire branches out into many forms—the personality or adjustment inventory, the individual intelligence examination, the interview questionnaire, and the biographical questionnaire

The personality or adjustment inventory has not successfully met the test of research It is clearly influenced by deliberate or unwitting distortions, and its value depends upon "the good faith and the co-operation" of the subjects. An excellent appraisal of verbal methods of assessing personality will be found in Vernon's monograph, published in 1938 (72). While recognizing sources of error in personality inventories, Vernon suggests that their "fictional" nature may be a merit rather than a defect If their results are treated qualitatively and are compared with other sources of information about the individual, self-deceptions and self-concepts may be discovered. Ellis' more recent review of the validity of personality questionnaire, published in the *Psychological Bulletin* in 1946 (19), presented the following analysis of studies reporting validity coefficients·

> If we consider the direct validation experiments of group-administered personality questionnaires—that is to say, investigations where test results were evaluated against outside clinical criteria such as behavior problem diagnosis.

delinquency, psychiatric and psychological diagnosis, and ratings by friends and associates—we find that out of 162 reported studies, 65 show positive, 26 questionably positive, and 71 negative results If we add to these evaluations reports of experiments where the validity of personality tests was indirectly investigated —that is, by intercorrelating them with similar tests or estimating respondents' over-estimating tendencies—we have 97 additional studies, 15 of which give positive, 18 questionably positive, and 64 negative indications of validity

This makes a grand total of 259 investigations (some of which, however, overlap) 80 positive or mainly positive, 44 questionably positive, and 135 negative or mainly negative Obviously this is not a very good record for the validity of paper and pencil personality questionnaires (19 422).

Ellis concluded

that group-administered paper and pencil personality questionnaires are of dubious value in distinguishing between groups of adjusted and maladjusted individuals, and that they are of much less value in the diagnosis of individual adjustment or personality traits (19 426)

Since this specialized form of questionnaire is usually classified as a personality test, no further reference will here be made to this type nor to the individual intelligence tests, which are highly standardized oral questionnaires

The planned interview, in which a person is asked to review systematically his past experience, is essentially an oral autobiography. It is a means of discovering and interpreting what he has thought, done, and been. From his account of his family background, early development, schooling, work history, and present activities and interests, the counselor can obtain evidence about his maturity, initiative, sociability, influence, and other qualities important in making educational and vocational plans The weighted application blank used by many employment interviewers adds a quantitative emphasis to the interviewer's qualitative appraisal of the applicant The possible bias of the interviewer should be recognized in the interview questionnaire. Although a large number of interviewers tend to iron out the effect of bias on the answers, a few words spoken at the time a questionnaire is being administered can make a substantial difference in the results obtained (39).

EXAMPLES OF QUESTIONNAIRE

Questionnaires in schools and colleges are used mainly to get facts and to ascertain student attitudes and opinions They are frequently given to homeroom, orientation, or other group guidance classes to get information quickly about students' home background, leisure activities, interests, study habits, and educational and vocational plans. For example, Brooke and Heston (8) found that college students making good

grades violate almost as many of the approved "how to study" recommendations as do the poor students in the same classes

The form and content of the questionnaire vary with the purpose for which it is intended. The autobiographical questionnaire has already been mentioned Other questionnaires deal with educational and vocational plans and include such questions as

What subjects are you taking this year?
Why did you choose these subjects?
Which subjects do you wish you could have taken?
What do you expect to do when you leave high school?
Have you chosen your life work?
Why did you choose this occupation?
What do you know about this occupation?
Is there anything you have especially liked about this high school?
Anything you have especially disliked?
If you had three wishes, what would they be?
If you were a teacher, what would you do to help pupils make the most of themselves?
What do you think is most important in life—what are your goals and purposes?

PROCEDURE IN GETTING QUESTIONNAIRE RESPONSES

In general, information should not be collected by means of questionnaires if it can be obtained, without undue expenditure of time, from records, observation, or interviews. Before making or giving a questionnaire, the counselor should be clear as to the purpose for which it is to be used In drawing it up, he should include only items which he will use and which the student or parent can and will answer. He should make it as short as is consistent with its purpose, word the questions simply and clearly, and give it a preliminary tryout If possible, he should get the assistance of a few members of the group for whom the questionnaire is intended, to help him in planning, making, and administering it. Young (75) emphasized the importance of studying the point of view, background knowledge, and cultural milieu of the group to be questioned.

Roslow, Wulfeck, and Corby (49) pointed out that the tendency to overstatement is strong, and that the use of stereotypes or emotionally charged words produces changes in the responses. Even a slight alteration of wording may bring about a shift Leading questions, illogical sequences of questions, ambiguous and unfamiliar wording, and questions that invite inaccurate answers should be avoided Caution should also be exercised in interpretation, any interpretation that strays too far away from the actual answers will be open to error.

Certain controversial issues about questionnaires have been studied; for example, the relative values of the written as compared with the interview form A comparison of responses from the same persons by mail and by interview (22) showed that people who, because of their educational and vocational background, express themselves easily in writing and are interested in the topic, answer questions more satisfactorily by mail than in an interview Wilson (44 [Ch. II]) pointed out concretely the values and limitations of the questionnaire in evaluating a guidance program.

The problem of whether or not to have persons sign their names to questionnaires has been studied by several investigators. Olson concluded that a group of college students "will report significantly more symptoms when they do not need to sign than when they do" (45 449) Using the college form of *Mooney's Problem Check List*, Fischer (20) first asked 102 upper-class college women in the field of psychology to sign their names. He found that they underlined, on the average, about the same number of problems as they did a week later when they did not sign their names. On the *Bell Adjustment Inventory* administered to high school girls, there were negligible differences between the groups that signed and those that did not sign their names (15) Spencer also found that

> had the instrument [a self-report questionnaire designed to measure certain types of personality conflict] been taken under signatures, not only would a large number of the subjects have resented, evaded, and falsified some of the items, but such deception would have been greatest among those having the greatest amount of conflict In short, the purpose of the instrument—the measurement of conflict—would have been invalidated (60 194)

In some of these studies when the material was qualitatively analyzed, important differences were found Damm (15) found that high school girls were less truthful in the area of social adjustment than in any other area Fischer (20) found that the mean number of problems encircled as *serious* tended to be significantly greater when signatures were withheld. Olson reported that

> under the unsigned condition persons are somewhat readier to report general feelings of unreality, boredom, and desire for escape, as well as specific physical symptoms with a neurotic implication Data on likes, specific fears, and impulsions are reported with approximately the same frequency under the two conditions (45 449)

RELIABILITY AND VALIDITY

Since 1939, Hubbard (29) has reviewed research on the reliability and validity of questionnaires The reliability of questionnaire responses can

be ascertained by repeating the questionnaire with the same group. Reliability is less accurately represented by the coefficient of correlation between total scores than by the percentage of changes in response to each question from the first to the second administration. Several investigations on the stability of questionnaire responses (4, 10, 32, 38, 46, 51, 56) agree fairly well on the following conclusions (1) The percentage of change in the two written responses of the same persons on the same questions is usually less than 20 per cent. (2) Some items are more reliable than others, the greatest change is found on subjective personal items such as attitudes and opinions, the least on objective and factual questions (3) A score obtained by summation of reactions is usually statistically reliable, but the reliability coefficients of total scores are deceptively high because differences in specific items tend to neutralize one another in the total (4) Questionnaires are more reliable as measures of opinion with some persons than with others.

The validity of responses on questionnaires can be ascertained only for factual items, there are no satisfactory criteria for the validation of opinions and attitudes A feasible method of validating the responses of elementary school children to questions about their home conditions was used by Wylie (74). He first obtained the pupils' responses to the factual questions, then, several weeks later, he sent social workers into forty-one of their homes to check on the children's answers Twenty-nine complete reports were obtained. In answering a typical and representative question, one child in four gave an incorrect answer, but the sum of the answers of 199 children was almost nine-tenths correct Even this small number of cases is sufficient to suggest that the answers of any one individual under the conditions of the study are not to be given too great credence. The questionnaire is particularly vulnerable when the information is of a personal nature and linked with the subject's self-interest

The value of questionnaires depends largely upon the wisdom of the counselor in selecting suitable items for study, in constructing a sound questionnaire, in obtaining a representative sampling, and in gaining the co-operation of the persons answering it

Little research has been done on this instrument, considering the wide use to which it has been put Research is needed on conditions affecting the truthfulness of responses, the form of question that will give the most reliable results, the relative merits of the check list versus the written-answer form, the appropriateness of a given type of questionnaire to individuals of different ages and levels of intelligence, and the point at which the law of diminishing returns begins to operate in regard to the ratio of validity to length

Letter Writing as a Technic

Letters may contribute to personnel work in two main ways as a source of information about individuals and institutions, and as a means of giving information to students and parents.

Letters written spontaneously by pupils to teachers and other adults in whom they have confidence frequently contain significant biographical material. For example, one series of letters written over a period of years by a high school girl to her Sunday-school teacher gives a most valuable developmental picture of the girl. They show changes in interest, growth in emotional maturity, changes in philosophy of life, and an unusual objectivity in viewing and evaluating her own behavior. In addition, they show marked improvements in spelling, writing, and the form of written expression. A series of letters published by Allport (3) covered a period of eleven and a half years Unself-conscious and ingenuous, they reveal unconscious motives, needs, fears, and conflicts. In an article entitled "Personal Counseling Through Letters," Boorman (8) pointed out the opportunities personal letters offer, not only for counsel on specific problems presented by a boy or girl, but also for constructive and stimulating comments on his or her activities and for the establishment of a long-term friendship Writing a personal letter to an adult friend frequently enables a young person to think through his problem more objectively or to formulate his philosophy more clearly A certain type of reticent adolescent who will not talk freely in a face-to-face situation may become confidential in a letter

Students' letters not only reveal personal data, they also keep teachers and counselors informed about conditions in schools and colleges and about vocational opportunities Graduates who have entered vocations or higher institutions of learning may tell high school advisers about lacks and deficiencies which they now recognize in their high school education, about methods of instruction and problems of adjustment in their new environment; about morale, social problems, and other matters not dealt with in college catalogues or other published sources.

A second type of letter is that which is sent out by administrative officers, and less frequently by teachers, to parents and pupils. One example of this type is the mimeographed sheet which was sent to parents of pupils in the Summer Demonstration School of Teachers College. This was a cordially worded letter which explained briefly the purpose of the school and the unusual opportunities it offered to the children It asked for the general co-operation of the parents as well as for their attention to one or two troublesome details Another letter was given to the boys and girls, explaining the privilege which they

enjoyed in being admitted to the school and the necessity for their co-operation to promote happy living together. To this letter were attached two separate sheets on which were listed a few special items in which their co-operation was especially requested attendance, and the use of lockers, dressing rooms, and elevator. Then followed a few simply worded directions regarding study periods, supplies, fees, health service, and swimming

Another effective communication to students was President Glenn Frank's letter to all high school students who ranked in the upper quarter of the distribution of intelligence scores in a state-wide survey, but who were not going to college Other types of letters to students are those giving orientation pointers to entering freshmen, commending individuals doing exceptionally good work in relation to their capacity, or carrying a friendly message on some special occasion.

There must, of course, be a check on the efficacy of letters Some may have very little influence on the recipient. A certain rapport between the recipient and the writer of the letter is necessary for the best results Obviously, there is dynamite in carelessly written letters and those including ill-considered statements. As is true of every other personnel technic, there is potential harm as well as good in letters. In order to help students most constructively and effectively, the counselor must select appropriate methods for each individual and use them with wisdom and understanding

Concluding Statement

Personal documents offer a person opportunity to express his thoughts and feelings in writing For some persons, writing is easier than talking, they feel freer to be frank and to tell their innermost thoughts in a composition, questionnaire, or autobiography than in a face-to-face relationship Teachers and counselors must never violate these confidences The personal document is of value only insofar as the student considers it a part of the total process by which he is helped to become a more mature person.

CHAPTER V

The Interview

The interview is the heart of the counseling process, to which other technics are contributory (139). The essential feature of the interview is a dynamic face-to-face relationship in which the counselee is helped to develop insights that lead to self-realization It is an experience, valuable in and for itself, as a present period of time to be lived fully; it may serve as a model for wholehearted participation in other hours (4, 145) It is a learning situation for both interviewer and interviewee.

Although this description rules out the casual conversation, it includes a wide variety of interviews, ranging from a short conversation in which a student's need for information is quickly met, to a long series of psychotherapeutic interviews (137·498) It may take many interviews to help a person focus his attention on the positive elements in his life and look at the world through different eyes For this new orientation, the student also needs experiences that reinforce the insights he gains in the interviews

Interviewing is a complex process There are an infinite number of individual differences in interviewers, in the persons being interviewed, in the relations between them, and in the setting and content of interviews Any interview is also influenced by events in the past and by a foreshadowing of future plans

Like other technics, the interview should not be viewed as an isolated event, remote from daily life, but as a part of the person's total development, as a motif in the pattern of his life As part of the process of the student's self-realization, even a short contact between classes or on the street becomes significant

Even more than with other technics, the success of an interview depends upon the personality of the interviewer. His philosophy and

attitude of respect for people and his genuine faith in their ability to use the resources within themselves determine to a large extent his successful use of technics Over and above this basic philosophy, technical training is necessary Wartime research showed the ineffectiveness of the diagnostic interview used by officers and other persons not psychologically trained More recent studies in the same field show that competent psychologists are using the interview and other subjective or intuitive methods with good results It is a truism that any method works well only in skilled hands.

Although a personnel worker cannot become an effective interviewer merely by reading a book on the subject, he can improve his technic by a combination of methods· reading about the theory and practice of interviewing, seeing and discussing dramatizations of recorded interviews (135), participating in role playing, in which he takes the part sometimes of the interviewer and sometimes of the interviewee; and, last but not least, conducting and evaluating his own interviews

The Interview in Various Fields

Professional workers in many fields use the interview to get information, to acquire a better understanding of people, and to help them make a good adjustment The field of law has contributed to our knowledge of the reliability of evidence, and of the influence which different types of questions and different interviewing personalities exert upon the accuracy and range of testimony. In the field of journalism, methods of establishing rapport have been developed. In industry, the employment interview has shown the possibilities in a face-to-face situation for appraising an individual for a specific purpose (87). Psychology has developed controlled interviews to measure intelligence and personality tendencies, and is concerned with the further development of psychological counseling Psychiatry and psychoanalysis are increasingly concerned with preventing maladjustment and with discovering shorter methods of treatment. Their practitioners have moved from mental hospitals and from the exclusive use of "deep" psychotherapy to briefer interviews in industry, in schools and colleges, and in everyday life. The interview in social work has had a long history of development which has much to contribute to the present extension of interviewing in schools and colleges Its emphases on the establishment of friendly relationships, on family-centered counseling, and on the therapeutic aspects of the interview are especially valuable The specialized technics used in each professional field have been described by Bingham and Moore in their well-known book on the interview (21). In the following quotation they

recognized the contribution made in each of these fields to the development of the interview technic

. each type of interview with its peculiar emphasis, resulting in a peculiar effectiveness in attaining a particular goal—a single aspect perhaps of the many-faceted objective of the interview—may suggest to experts in other fields a way of perfecting their own techniques or of critically weighing the validity of their results Could a single interviewer combine the care and training and objectivity of the interviewer in commercial surveys, the intuitive sympathy of the social worker, the common sense and understanding of the employment interviewer, the technical skills of the specialist in public opinion polls, the patience and insight of the psychiatrist, the educator's breadth of grasp, the self-immolation of the interviewer in employee relations, with the lawyer's facility and the reporter's persistence, he would be no longer in need of the interview as a means of ascertaining facts, for they would be known to him already (21,255-56).

Interviews with Various Emphases

Interviews have also been classified according to their major emphasis such as educational guidance, vocational guidance, marriage counseling, religious counseling, and health counseling

Only brief descriptions of these different interviewing fields will be given here There are three reasons for this brevity. (a) the interview technic itself is somewhat similar in the various fields, (b) an adequate discussion of the content of the interview in each field would require volumes, instead of pages, (c) interviewing in special fields has been treated in many other books and articles (132), and (d) almost any kind of interview, except a simple request for information, involves related aspects of a person's life—educational and vocational plans, personality trends, and economic and social factors.

Educational guidance interviews focus on helping a student to make and carry out educational plans in line with his abilities, vocational interests, and financial limitations (135) These interviews will not accomplish their purpose unless the counselor has adequate facts about the individual and about the educational opportunities available to him

Similarly, vocational guidance interviews require a backlog of facts about the individual and about vocations Several writers (22, 23, 24, 37) have applied principles of nondirective[1] counseling to vocational guidance interviews, others advocate a modified or completely counselor-centered technic, and still others an eclectic approach (85). The non-directive view was described by Rogers and Wallen·

for the non-directive counselor, educational and vocational difficulties *are* personal problems . . Traditionally, educational or vocational guidance begins with as thorough a diagnosis as possible the crucial point is that the counselor's resources and activities have been mobilized around the initial

[1] For a discussion of the nondirective or client-centered approach see pages 113–119

problem suggested by the client Taking tests and answering questions about his past educational and vocational history does not encourage the client to feel that he may discuss other types of problems with the counselor Detailed information about his test performances and about vocational conditions will be insufficient in helping the client to make the most satisfactory adjustment unless he understands the relation of such information to his own hopes, fears, strivings, and ambitions (119 90–92) (By permission from *Counseling with Returned Servicemen* by Rogers and Wallen, copyrighted, 1946 McGraw-Hill Book Company, Inc)

Covner (38) concluded from his experience that traditional methods of interviewing result in poor treatment of the emotional complications which are often associated with vocational guidance

Bingham and Moore, on the other hand, took a definitely directive point of view.

> Nowhere is systematic planning more valuable than in the interview for helping a person in the choice of a career Too often precious time is dissipated on irrelevancies, and crucial issues overlooked, unless the counselor has formulated some good program of topics, and follows it fairly systematically (21 75)

Recognizing the strict limitations on the time of most counselors, Shierson (124) suggested the "quicky" approach, which is completely counselor centered Brotemarkle (25) also worked out a definite directive technic in which the counselee systematically recalls his work experience and the satisfactions he felt in each job Finally, he describes a job in which he would find the satisfactions that his former work experiences had given him. Other workers have suggested various aids to the one-contact interview (147).

A fusion of these two points of view seems possible. Equipped with understanding of the individual and knowledge of the opportunities for training and employment open to him, the counselor can create an atmosphere in which the student feels free to consider his vocational plans in his own way and to use the counselor as an aid in the process. The counselor, on his part, feels free to guide this process along realistic lines.

The importance of counseling on marital problems has increased with the rising divorce rate Writers in this field have contributed more to an understanding of the problems of family relations than to the interview technics used in dealing with them, though Rogers (118, 119) applied the nondirective method to this field also.

Progress has been made in training ministers for their counseling role (17, 64). Several writers have criticized ministers for their tendency to preach in the counseling situation, and have questioned whether they should attempt psychotherapeutic counseling. The fact remains that

they are doing counseling and should be as well prepared as possible for this part of their work (132).

Health counseling (74) is a specialized area only in that the interview follows a health examination or the voluntary mention of a health problem

Interviews with Various Persons

Interviews may also be classified according to the persons helped There are interviews with parents, with employees and applicants for jobs, with students in schools and colleges, with veterans, with alcoholics, and with patients in mental hygiene clinics and hospitals

Interviews with parents are preferably a "joint quest" Parents have much to contribute Their opportunities for understanding their own child far exceed those of the teacher Parents can help teachers and counselors understand students. Even though the parents seem to be the cause of the child's problems, they should be treated with consideration and understanding Baruch (16), Cantor (30), and Peppard (98) warn against giving advice to parents or increasing their feelings of guilt and anxiety Parents often need counseling or psychotherapy. Rheingold says that an interview with parents for the purpose of interpreting their child's mental retardation, "to be successful, should resemble closely any other therapeutic interview in which the gaining of insight is the objective" (106 143).

Much has been written on employment interviews and employee counseling in industry. Henderson and Hoover (62) summarized the interview methods used by twenty-seven companies in the selection of salesmen. He found that the interview is an important step in the selection procedure in most situations Its effectiveness varies with the time available, as well as with the quality of the interviewing. Roethlisberger and Dickson (110), Dickson (46), and Cantor (29) presented the need for psycotherapeutic counseling in industry and described technics being used. A much larger number of articles in business and industrial journals (13, 52, 56, 66, 76, 81, 87, 88, 101, 156) describe methods that have been used in different situations, as well as some attempts to validate such methods against subsequent employment records. The following factors are frequently mentioned as essential to successful employment interviews: good personality and adequate training and experience on the part of the interviewer, an analysis of the job which enables the interviewer to know exactly what he is looking for, acceptance of joint responsibility by both interviewer and interviewee in giving and seeking information; the flexible use of a pattern or plan as a guide; the consideration of the individual as a whole in

relation to his fitness for a particular position; the use of the interview for purposes that cannot be served by pamphlets, tests, and other devices. McMurry (80) recommended the combined use of exit interviews and opinion polls followed up by interviews to spot trivial annoyances, unsatisfactory relationships, and other factors that may contribute to poor morale In another article (81) he concluded from his study of the "patterned interview" that a printed form providing a uniform method of recording specified information and ratings on interviewees enables employers to predict an applicant's job success more accurately than does the usual unstandardized interview.

From the standpoint of the student, interviewing employers is a valuable educational experience Through these interviews he learns what employers want and how to present his qualifications for a job accurately and clearly.

In schools and colleges interviewing covers a range from very short information-giving contacts to psychotherapeutic counseling in clinical settings More has been written about interviews in college (12, 36, 51, 63) than in secondary school (44, 129) Combs applied the principles of nondirective interviewing to the counseling of college students, whom he found responsive to this approach. In teachers' colleges an expert counseling service is especially necessary in view of teachers' widespread influence on thousands of children Baruch (15) reported improvement in over 80 per cent of the slightly and the seriously unadjusted students who were counseled as part of their teacher-education program

The survey interview is a systematic canvass of all students in a particular group, such as the freshman class It serves the purpose of supplementing and verifying information needed in the appraisal of every student, in checking on his adjustment to his physical and social environment, and on his health and vocational plans. Still more important, the initial survey interviews help establish a friendly relationship, which will pave the way for future contacts. Achilles (2) described a comprehensive interview of this type which had as its aim to guide the individual toward a more satisfying, self-confident, purposeful state of mind

The voluntary interview presupposes a friendly relationship, often established in an initial survey interview Good rapport is almost assured when the student, of his own accord, seeks to use the counselor's knowledge and skill. Students should be invited, not compelled, to confer. Voluntary interviews cover a wide range of content, from serious personal problems to friendly chats Many are concerned with extracurricular activities, and thus contribute, in a marked degree, to effective education for leadership. Dr. Marion Brown presented an excellent

demonstration interview with a student who had recently been elected president of the student council. It was an interview in which the student received encouragement, plus an opportunity to think through her new responsibilities for herself The role of the interviewer was to listen, to make available printed sources of information about leadership in general and student councils in particular, to ask questions that evoked thought and constructive attitudes, and to help the student gain insight into methods of democratic administration which she might develop in her new capacity as a leader.

Special-problem interviews are often requested by the personnel worker. Covering many aspects of school life, they give opportunity for instruction and practice in the technic of problem solving An interview concerning a disciplinary problem, for example, should give the student encouragement to try to understand why he needed to behave in that way The interviewer should avoid making any accusation. He should try to prevent the student from lying about the matter, if the student seems about to give a false account of the situation, the interviewer can terminate the contact with the remark, "Suppose you think about the matter a little longer and come back to see me day after tomorrow." Part of the skill in this type of interview lies in being able to make the student understand that, although his behavior is disapproved, he himself is accepted. This was skillfully done by a counselor with a boy whose parents were primarily concerned about his "bringing disgrace upon the family." In a series of interviews the counselor repeatedly showed that she understood how he felt, that she accepted his feelings no matter how "bad" they were, and, by her manner and attitude, that she liked him as a person who had many good qualities and potentialities The disciplinary conference thus becomes a means of helping a student to correct a trait or tendency that might seriously interfere with his future success

Interviewing the returning serviceman has received a good deal of emphasis during the postwar period (5, 6) Gregory (58) criticized existing programs as being based on anticipated needs of servicemen rather than on their actual needs He urged counselors to interview skillfully to find out what the veterans' needs really are and how they feel Rogers and Wallen's book (119) is the most detailed application of the nondirective approach to this field of counseling.

Counseling of alcoholics has become a specialized field in response to the need indicated by figures showing that there are approximately 360,000 persons in the United States who drink excessively Myerson (94) found little difference in the effectiveness of the various therapies which he evaluated. Although the activities of Alcoholics Anonymous are reported to be effective, Moore (89) is less optimistic about the

results of treatment of alcoholics, even with psychotherapeutic methods

Interviewing has been much more extensively studied in mental hygiene clinics and hospitals, and it is in this area that the largest number of cases and research articles have been written (3, 4, 8, 30, 63, 75, 92, 98, 145, 146, 157)

Kinds of Interviews

Samples from the wide range of interviews actually held in colleges and secondary schools will give the reader a realistic overview of interviewing technics as they are actually employed in this field.

INTAKE INTERVIEW

The first interview with a person, usually called the intake interview in clinics and guidance centers, serves a number of useful purposes. to find out what the person wants and expects, to acquaint him with the nature of the services, to obtain a case history, to reach agreement on the fee for the service, to decide whether the case is to be accepted or referred to another agency.

BRIEF-TALK CONTACTS

In schools and colleges, in evening schools, and in recreation centers, many of the counselor's contacts are only five or ten minutes in length. One survey (136) showed that high school deans of girls were spending, on the average, less than twenty minutes in each interview These interviews dealt with progress in academic work, emotional development, choice of further education, choice of course, absence and tardiness, social development, health, vocations, and part-time work In home economics, physical education, art, and other informal laboratory classes, the instructor has many natural opportunities for brief interviews If he applies the simple basic principles of interviewing, these brief contacts will take their rightful place as part of a total counseling process.

Experience during World War II lends support to the belief that even a short contact may be helpful. Closson and Hildreth (33) divided one thousand subjects examined in Selective Service into two groups. In the experimental group the interviewer tried to discover each subject's "weak spot," and to offer appropriate advice, in an interview lasting only about five minutes In the control group this type of interview was not held. One month later each person was rated by his company commander on the nature of his adjustment The officers did not know which of the persons rated belonged to the experimental group Careful statistical treatment showed that the interviewed group had a signifi-

cantly higher percentage of good ratings and a lower percentage of unusually poor ratings A possible explanation of the apparent efficacy of these short interviews is that the individuals felt that someone in the impersonal military organization was taking an interest in them Some of those interviewed may also have acted upon the insight gained in the brief contact

In United Services Organization centers many brief interviews were held. These usually comprised only one meeting, there was no time for formal diagnosis. The reported effectiveness of these brief contacts (6) was attributed to the discriminative, realistic reassurance given, to the stimulation of the interviewee to think through the problem himself, and to the acceptance of him as a person

In these very short interviews a number of things may be accomplished:

1 A good relationship may be initiated or reinforced
2. A student may get information he needs at the moment in order to go ahead with his thinking and planning.
3. Even a short contact may serve to release pent-up feeling The experience of "getting this off my chest" is illustrated by the following excerpt from a short conversation with a student who came into the counselor's office very angry about an incident that had just happened in class

   "Student You know, I hate Miss —— for making me feel inferior. I'd like to do something to get even with her. Maybe that's not right but it's the way I feel.

   Counselor You feel a little guilty about hating Miss ——, but still it's a very real feeling at present

   Student: Yes. But, you know, I don't seem to feel quite so strongly now that I've told you about it You're the first person I've even mentioned it to.

   Counselor: It helps to talk about things you've been keeping to yourself, getting them out into the open makes them seem less important . "

   If one merely relieves tension and clarifies negative feelings, this is a better use of limited interview time than arriving at a quick, easy solution that may prove superficial or fictitious.

4 A short interview may give the student encouragement to explore the situation as he has not done before and to see it more clearly and objectively For example, in a five-minute interview about his being late for school, a student said

   " . . You know, some mornings I hate the thought of going to school Maybe I'm lazy, and yet maybe it's because I don't like the

classes, or because school doesn't seem to get me anywhere Maybe it's because I haven't got friends in school, the other kids don't seem to like me, they don't take me into their crowd . . ."

Another example is from a few minutes' conversation with a college student who stopped by after class and said to the instructor

"When you looked at me this period and I didn't say anything I felt stupid and angry at myself for not taking part in the class discussion I feel so insecure, and wonder why. I want to ask questions and I have good ideas—the same ideas that other people have and make a hit by saying. But I have a panicky feeling, I can't get out what I want to say. . . ."

Instructor Have you taken part in any of your classes recently?
Student Yes, in a small English class.
Instructor Tell me more about that—

The student described the situation, and the instructor said "Perhaps I can create more of the same kind of situation in my class. I'll try. Will you help me work it out tomorrow?"

5. If the "stage is set," the student may gain some insight in a short interview. If a class discussion, for example, has started the student thinking, the short conversation may help him to clarify and personalize his thought. Or he may have done a good deal of thinking following an interview, and may feel the need for a short contact with the counselor to report progress and to clear up a new point. The counselor may shift the course of the talk from friendly conversation to counseling procedures
6. The student may make a plan in one of these short contacts, or, more likely, may improve upon a plan he has already thought out
7. The short, informal, unplanned interview may lead to further contacts

Even the very short interview may accomplish something. It is to be viewed as a segment in a series of experiences which *in toto* accomplish the same things as a longer interview release of tension, clarification, insight, and plans for a better adjustment in life situations

SINGLE-HOUR INTERVIEWS

These, too, are a more common type of interview in schools and colleges than a long series of interviews Counselors and social workers who have done this kind of interviewing say that it usually passes through three stages common also to a series of contacts (75) an exploratory stage in which the student tries to clarify the situation for himself and the counselor, an interpretive stage in which the counselor reflects the student's positive feelings and goes beyond them if the student seems

ready for such interpretation, and the planning stage in which the student begins to think about the adjustments he can make in life situations. As Reynolds (105) pointed out, the interviewer, in these short contacts, feels the need to make the best use of the limited time available, he cannot rectify mistakes later Jessie Taft (146) described in detail the method by which a shy, inhibited child who had had a violent sex experience was helped, during an office interview, to gain insight into her underlying normal interest in the experience

CLINICAL PSYCHOLOGICAL INTERVIEWS

In a series of articles published in the *Journal of Clinical Psychology* during 1945, 1946, and 1947, Thorne described the technics of directive or traditional psychotherapeutic counseling. He emphasized as features of psychological counseling case-history data and active participation by the counselor in the re-education of the client

PSYCHIATRIC INTERVIEWS

The psychiatric interview and psychological counseling have much in common. They vary with the personality, philosophy, and orientation of the individual worker and with the setting in which they are used (For examples of interview methods used by different psychiatrists see Witmer's book, *Psychiatric Interviews with Children* [157]) Witmer described the psychiatric interview as a unique social relationship in which a patient can "be himself," free from the pressure of having to play a part, of having to be a certain kind of person in order to secure approval or to live up to his own conception of a lovable human being (157 42). The psychiatrist achieves this relationship by making clear the nature of the therapy and the limits of time, space, and aggressive behavior permitted; by not passing judgment on the individual, and by being sensitive to his feeling and thinking He always keeps open the path of communication with the client During the interview time the individual brings into the open material pertinent to his problem The subject matter of the interview is important. It is quite possible, with an inexperienced worker, for the client to talk about matters unrelated to his real problem or to play with toys without revealing any of his deeper feelings and relationships By encouraging the client's free expression of his feelings and attitudes and sometimes by questioning and making interpretations as well as by maintaining an accepting attitude, the psychiatrist helps the client to gain in self-understanding and self-direction and to handle his present conflicts. He may even ask the client to think over a certain question between interviews.

PSYCHOANALYTIC INTERVIEWS

These interviews likewise vary with the orientation and training of the worker and the school of thought to which he belongs The basic tools of psychoanalysis are dream interpretation, free association, and the interpretation of the patient-therapist relationship Some analysts instruct their patients in the technic of free association—relinquishing of rational control and telling everything that comes to mind, other analysts allow the patient more leeway regarding the manner in which he wants to use the analytical hour, e g. in the discussion of immediate problems. The material brought up by the patient is interpreted by the analyst Some analysts are genetic in their approach, i.e. they are concerned with the origins of maladjustment in early childhood and they relate the patient's present conflicts to his past experiences Other analysts focus their attention on the patient's complex present character structure with its many conflicting tendencies, their approach is dynamic in an immediate rather than in a genetic sense.

The relationship between the patient and the analyst may be viewed as a transference relationship in which the analyst plays the role of a parent substitute through whom the patient relives early childhood experiences. In other instances the patient-analyst relationship represents and reflects the kind and quality of the patient's broader human relationships.

The counselor in an educational institution should have some appreciation of the range and variety of counseling and psychotherapy in order to have a better understanding of his own role and to make helpful referrals if necessary. He should also be aware of the relationships between interviewing and tests, and between individual contacts and group work

THE INTERVIEW FORM OF TEST

The gap between the interview, on the one hand, and personality tests and inventories, on the other, is bridged in several ways. Hovey (65) proposed a self-interview inventory. It works this way The subject is given 360 cards, each having on it a statement relating to an aspect of social, psychological, and vocational adjustment. He is asked to sort these cards into the three categories: *true, false, cannot say.* This instrument is said to save individual interviewing time. The interview has also been used as a disguised intelligence test (127, 128) and as a means of ascertaining a person's technical vocabulary (83) It has been widely used as an oral test or questionnaire. And the attempt has been made to reduce interview data to quantitative scales comparable to

those derived from tests (31). These definitely directed interviews evoke a much less individual, unique response than does the undirected interview procedure.

GROUP INTERVIEWS

The group interview combines features of the personal interview with group work It has been used in selecting applicants for admission to college, trainees for special courses, and candidates for various positions Smith (126) described the successful use of the group interview in selecting students for teacher preparation Group interviews were held with candidates before they entered college, and were continued during the fall. Thus admission procedures were successfully integrated with the orientation and the continuous guidance of freshmen.

The group interview has been used to select candidates for various positions. The Los Angeles City Civil Service Commission obtained correlations of + 85 to +.95 among several raters, each using a standard form to rate candidates taking an oral examination. The list of items included appearance, maturity of judgment, ability to get along with others, effectiveness of expression, manner and bearing, alertness, and overall evaluation of personal qualifications (90)

A group procedure for selecting trainees for executive positions in a coal-distributing company was described by Fraser (54) It included careful observation of the candidates in a social situation, in a simulated board of directors' meeting, and in informal discussion, as well as in individual testing This procedure is really a group oral performance test, which Mandell (84) believes is superior in several ways to the oral interview It may be used as a basis for observing the candidate in either a social or a work situation, and usually takes less time and requires less skill on the part of the examiners

The use of the group interview for canvassing student opinion on particular topics was reported by Edmiston (49) to have considerable reliability and validity, if the students selected represent the student body as a whole and if they feel free to discuss their views.

RESEARCH INTERVIEWS

The use of the interview for research purposes is another large and important area for study. In this field also, incidentally, the same controversy between the relative values of the definitely structured, formal oral-questionnaire type of interview and the informal nondirective type is now in progress. Since this chapter is primarily concerned with the use of the interview in counseling, references on the research interview will not be included.

Underlying Theory and Guiding Principles

Successful interviewing stems from a deep understanding of the purpose and nature of the process, a basic philosophy, and a sound personal orientation to people Without a consideration of this deep-rooted and pervasive attitude, a study of specific technics is at best superficial For this reason part of this chapter is devoted to theoretical considerations.

THE DIRECTIVE-NONDIRECTIVE CONTROVERSY

The terminology of this controversy is misleading; there is always some degree of direction, however subtle, on the part of the counselor. Merely by his facial expression and manner, or by noncommittal "uh-huhs," or by selective reflection of the interviewee's feeling, he in a sense causes the individual to continue or discontinue his preferred kind of outpouring However, the two points of view must be recognized (7), and a thorough understanding of them will do much to clarify our understanding of interviewing Using *client-centered* as a synonym for *nondirective* is likewise confusing, for many kinds of skillful interviewing are client centered.

First, let us view interviews on a scale or continuum ranging from the least to the most directive This will show that the two types are not separate and distinct entities The picture is somewhat like this

The counselor may

1. Merely listen, be wholly receptive and passive. (This is *not* nondirective interviewing)
2. Create an atmosphere in which the individual can go ahead in the process of self-reorganization Nondirective interviewing at its best, was described by Allen as a

   > more intensified and consciously directed growth experience . not essentially different from any other life experience in which two people participate . . And the only thing a therapist can do for anyone in a therapeutic experience is to help that person gradually to be himself, to help him gain a sounder evaluation of his own difference and the consequent freedom to make creative, responsible use of that difference in the continuing realities of his life (4 45, 54) (Reprinted from *Psychotherapy with Children*, by Frederick H Allen, by permission of W. W. Norton & Company, Inc Copyright 1942 by the publishers)

3. Facilitate the process of self-understanding in various ways, as the interviewee indicates need for help· give information, obtain objective evidence from tests, occasionally ask a penetrating question that helps the individual to clarify a point, or opens up new areas for consideration, suggest resources available to the individual

4. Push or "probe" to make the client think through crucial aspects of the problem that he has avoided
5. Use diagnostic information to reach a solution which he tries to "sell" to the counselee.
6. Come to a conclusion before the interview and force his advice upon the counselee.
7. Try to enforce his advice by using pressure—threatening withdrawal of privileges or other disciplinary measures

Second, having viewed the gamut of nondirective-directive interviewing, let us summarize the essential emphases in these two points of view In directive interviewing, the counselor takes more or less responsibility for laying the course of the interview. To him, case-history data are essential He plays a supportive role and may reassure the person that it is normal to feel the way he does and all right to talk about anything he wants to (60.72, 229); he sometimes gives information and advice if he thinks it will be helpful to the interviewee He recognizes the interviewee's need for re-education and applies psychological principles of learning. He may suggest that the person being counseled carry on, between interviews, further analysis of some aspect of his problem Most of these technics are used to some extent by psychiatrists, psychologists, and social workers, and to a greater extent by school counselors, physicians, nurses, and ministers.

In nondirective interviewing, the student assumes responsibility for using the interview time in the way that seems most helpful to him The counselor follows the student's leads, reflects and helps to clarify his feelings. He does not inject his own ideas into the conversation by questions or suggestions, or by giving information or advice In a critique of the nondirective method Rogers (116) described these main features which, he said, distinguish it from other approaches (1) the predictability of the process, (2) the discovery of "constructive forces within the client," and (3) "the client-centered nature of the therapeutic relationship " Rogers and Wallen (119) classified as counselor centered (1) questions that probe into the extent and causes of a client's problem, (2) reassurance or praise, (3) criticism or negative evaluation, (4) any attempt to interpret his behavior or to show relationships of which he himself has not yet become aware, (5) advice and suggestions, (6) persuasion, and (7) description of similar experiences the counselor has had

Both schools aim to create an atmosphere of acceptance and understanding, and avoid passing moral judgments We should recognize at this point that much of the criticism of both types of interviewing arises from inexpert application of the principles underlying either school

Third, we should recognize the dissatisfaction with traditional meth-

ods that gave rise to the nondirective emphasis Curran explained the gradual movement toward client-centered counseling, beginning with Rank's early recognition that the client's acceptance is of greater importance than the counselor's interpretation

> As a result of this Rank, Taft, Allen, Rogers, and others began to develop a technique which would take away the client's resistance by reducing the counselor's directiveness and allowing the client more opportunity to take the responsibility on himself for solving his problems in his own way (43 19).

Taft and Allen, whose points of view have already been quoted, evolved the nondirective emphasis from their clinical experience Similarly, Roethlisberger and Dickson (110), as a result of their experience in industry, moved in the same direction Psychologists especially expressed dissatisfaction with the tendency of psychoanalysts to interpret individuals' behavior according to "preconceived theories of personality structure " In fact, workers in every field, confronted with the ineffectiveness of much of their counseling, were ready to accept any promising "new" procedure.

Certainly the nondirective attitude of mind would be an extremely valuable addition to the equipment of teacher-counselors and traditional counselors It is an antidote to the urge to dominate, to teach, to preach, to give advice, which sways so many human beings in our culture. Hahn and Kendall (59) have well crystallized the defense of the nondirective method Using a single case as a springboard, Sargent (121) tried to show how the nondirective technic is in harmony with other schools of psychology.

Fourth, we should likewise recognize the criticisms of the nondirective method. In his critique, Thorne (148) included these major inadequacies, which may be briefly stated as follows

1. Case-history data are neglected, this makes adequate diagnosis impossible.
2. The client's evaluation of himself is accepted at face value without reference to the objective facts in the case
3. The nondirective method is used too exclusively when other methods would be more effective.
4. The client may only scratch the surface of his problem and, undirected, never get to the underlying motives and roots of the difficulty
5. In his efforts to remain neutral, the inexperienced nondirective counselor often fails to meet the client's expectation of what counseling should be, the result is a "sense of wonderment and dissatisfaction."

6. The nondirective counselor often fails to follow up significant leads that the client gives him
7. The nondirective counselor may refrain from giving information and advice when it might help the client to move forward to a better adjustment

Each of these criticisms raises a controversial issue which will be discussed later in this chapter

FEW WOULD DISAGREE . . .

The agreements among counselors, clinical psychologists, psychiatrists, social workers, and psychoanalysts are more fundamental and numerous than their disagreements Few, if any, interviewers would disagree with the following concepts which are found in the writings in all these fields·

1 A deep-seated respect and warmth of feeling for human beings is a basic attitude of the successful interviewer.
2 The individual seeks self-realization, self-actualization, self-consistency (73), he wants to make himself and his environment as "good" and complete as possible
3 The individual has growth resources within himself to help himself, to solve his own problems, to make his own decisions
4 His co-operation and participation in the interviewing process are essential.
5 The attitude or "mental set" which the interviewer and the interviewee bring to the interview, or which they acquire at its beginning, have much to do with the relationship established (158) The reputation of the interviewer, the institutional setting, the student's idea of his own role and of the counselor's role, all enter into the relationship
6 The individual is a member of groups—family, school, community, nation, and world. When an individual has learned to understand and accept himself, he is able to see other people in a different light and has less need to dominate them
7. The interviewer's role is to listen, learn, and try to understand, to be continuously sensitive to what the interviewee is thinking and feeling, thus keeping the path of communication open between them, to take his clues from what the interviewee says or implies by his expressive movements, as well as by what he says or fails to say.

The counselor who exemplifies these basic concepts will create in the interview a psychological environment in which the person can think things through and in which he feels free to grow emotionally more mature.

WHERE EXPERTS DIFFER

The controversial issues in interviewing seem to center upon the following questions

1. Are there individual differences that influence the effectiveness of certain interviewing technics? For what percentage of cases is the nondirective approach suitable (57)?
2. What does the interviewer do to facilitate the process of self-analysis and self-understanding? What is the relative responsibility of interviewer and interviewee?
3. What is the role of diagnostic information in interviewing? Are cumulative records and case-study data necessary? Should the counselor make a diagnosis before beginning treatment?
4. Are past events or the immediate present the more important?

A reperlory of approaches vs the exclusive use of one method The exclusive use of one method for all cases is contrary to a fundamental principle of clinical psychology, namely, that the approach should be adapted to the individual, his needs, and the situation There is no one method of interviewing that is appropriate to every case Ackerman (3) believes that the treatment of any individual must be determined by a clear understanding of the cause of his difficulty rather than by the counselor's orientation. To be sure, one counselor cannot be skilled in all methods of counseling and psychotherapy, he is limited by his own personality, his training, and the setting in which he works. However, if he cannot give the client the kind of treatment indicated, he should refer him to another worker who can He should not persistently use his preferred method of counseling when it is not appropriate To do so is to sacrifice the client on the altar of devotion to a technic. If a certain method is used with rigid persistence in the face of the interviewee's dissatisfaction, it may arouse defensiveness and "may cause as much resistance as the ineffective use of any other technique" (109 371).

There is a difference of opinion as to what kind of counseling is needed in colleges. McKinney estimated that "around 75 per cent of college students have problems of a psychological nature that vary in seriousness" (79 210). A dean of students (70), on the other hand, expressed the opinion that about 95 per cent of the conferences in college personnel work are directive and informational. While admitting that "most of us have talked too much in counseling young people," that much of the advice given is not followed, and that education as a whole has been overdirective, he believes that it would be folly to try to handle an essentially directive type of conference in a nondirective manner. This ap-

proach would be time consuming and artificial The nondirective approach is also ineffective in cases in which the counselee is likely to quit because the process seems so futile and exasperating to him. If specific information, a clue, or an illustration would be helpful to the student, why should the counselor not co-operate?

Thorne, a clinical psychologist, believes that nondirective technics are more effective with "essentially normal people who have enough personality integration to resolve their own problems with a minimum of direction from the counselor" (148 469) than in the treatment of serious mental disorders He objects to the inelasticity of the nondirective method and emphasizes the need for individualizing the clinical approach He says that it is "undesirable to limit one's self to any one therapeutic technique rather than to utilize all available methods according to needs of each individual clinical situation" (148.465) This point of view is expressed still more emphatically by a psychiatrist.

> [Nondirective therapy] is apparently to be applied to any type of case, without adequate diagnostic formulation Every experienced therapist knows that this is impossible, since no single technique is applicable to all problems or all people Further, technique must vary according to the trend of developments in the therapeutic situation (77.622)

Following are instances in which the nondirective technic does not seem to work.

1. When the counselee becomes more and more confused, more and more impatient with the nondirective approach. This resistance was recognized by one counselor in the comment "When I wait for you to begin the conversation, you sort of feel that I'm putting pressure on you."
   Student. That's right.
   Certainly the counselee's desire for a not too "dusty answer" to his questions is a feeling that the counselor should take into account. Recognizing this difficulty, Rogers advises the counselor not to make an issue of being nondirective, but to give highly general advice if the client insists
2. When the counselee says, "I see what I ought to do but I just don't do it"
3. When he is under great stress and needs reassurance, suggestions, and other "palliative technics" to get past the crisis.
4. When the counselee is a compulsive neurotic whose thoughts go round and round in a closed circle
5. When the counselee is depressed and cannot get out of this state by himself.

6 When the counselee is a person with a very low IQ who lacks ability to make a self-analysis

7 Whenever the interview reaches a point at which the resources of the counselee are obviously inadequate—when he lacks information or the power of analysis. To facilitate progress in such cases, especially in the short contact, the counselor provides help over and above the client's own resources

8 When there is "extreme disparity between [the client's] present aspiration and probable future achievement." Under this condition "the therapist can hardly avoid the responsibility of attempting to modify his client's projected goals" (57 225)

9 When verbal communication is very difficult for the counselee If the counselor persists in expecting this kind of counselee to talk freely, he loses rapport, or even creates an argumentative atmosphere or a clash of wills, as in the following instance

Student What do you want me to do now?

Counselor I'm not particular, anything you want to tell me.

Student I'd rather answer questions I can answer questions better than I can start a conversation

In this case the counselor finally suggested that the interview be used to develop the counselee's conversational ability. The counselee then began to talk about current events, books he had read, and other intellectual topics out of line with the direct purpose of the counseling. For this student, who needed social experience, such a use of the interview time may have been a sound investment when the more vital nondirective method failed.

Rogers recognized that methods other than nondirective counseling are necessary in dealing with a small number of psychotics, mental defectives, and others "who have not the capacity to solve their own difficulties, even with help," and also with persons "who are faced with impossible demands from their environments" (112 128)

The role of the interviewer Perhaps the greatest difference among interviewers is in their concept of their role—just what they do to facilitate the growth process during the interview. All would agree that the interviewer shows by his tone of voice, bodily posture, and facial expression his deep respect for the person being interviewed All would agree that something happens on a nonverbal level of communication through the impact of personality on personality. In these ways the interviewer helps to build the counselee's feeling that he is a worth-while human being, accepted for himself and not for what he has or can accomplish Perhaps the feeling of warm acceptance is as relaxing and re-

juvenating to the spirit as the warmth of the sun is to the body, it helps the counselee to generate a more "healthy and confident attitude toward the present and the future." It is also clear that the interviewer shows his understanding not merely by listening passively or saying "uh-huh," or by repeating the counselee's own words and phrases, but by restating them so that the counselee is convinced that the interviewer has understood him and is stimulated to go further in his self-understanding

The social worker tends to give more attention to the environment than does the nondirective counselor (103) He tries to "temper the wind to the shorn lamb"—to reduce the demands of the situation to such a degree that the individual can handle it As the counselee becomes encouraged by success, he needs less help. Through handling the situation successfully, he gains self-confidence.

There is a difference of opinion as to the counselor's responsibility for giving information The counselee may need evidence outside himself to carry forward his self-analysis When the counselor has information which the counselee needs to move forward in his thinking, why should he withhold it? Knowing the client better than other persons know him and recognizing his readiness, the interviewer should offer the information at the psychological moment It can be given in a neutral way—as a tool for the individual to use as he sees fit By such assistance the interviewer may help the individual to make an adjustment at a higher level than would otherwise be possible, and to accomplish more in the limited counseling time available in schools and colleges. The amount of assistance the counselor gives varies with the counselee's ability to think things through for himself and with other factors in the total situation

It is worth noting that some of the controversy under discussion arises from differences in the meanings attached to different words For example, some persons who say the counselor should not give encouragement to the client are thinking of encouragement in "Pollyanna" terms "Everything will be all right " This is not the same thing as encouraging the client to solve his own problems by using the resources within himself, or to reflect his positive feelings about himself and pointing out good qualities or favorable conditions that he has not recognized.

Although the counselor cannot be all things to all students, he may use a number of technics in various combinations. self-analysis, situation analysis; client-centered emphasis on the individual's initiative, responsibility, and capacity to solve his own problems With some students he may play up the positive, humorous, and hopeful elements in the situation, using a light touch that does not discount the seriousness of life, but emphasizes good nature instead of bitterness This is creative counseling.

How to Interview

Against this background of theory, controversial though it is, some safe and practical suggestions for interviewing may be made. By increasing the counselor's sensitivity to good features in interviewing, these suggestions will help to improve his interview procedures without making him technic conscious The organization of this section will follow the steps in the interview process from preplanning to "post-mortem"—the counselor's evaluation of the interview in retrospect.

THE SETTING FOR THE INTERVIEW

The setting for the interview may convey a general impression of friendliness and informality, or of exactly the opposite (50) By rising to meet the student as an expected guest, the interviewer may give him the impression that he is welcome. By giving his full attention and avoiding a preoccupied manner, he gives the student the impression that the conference is the most important thing he could be doing at the time The quality of the interviewer's voice and smile may make a favorable or an unfavorable first impression on the student. Friendliness and acceptance must be genuine to be effective, the student quickly detects a pose.

The larger framework of institutional policies and practices is more important than the merely physical setting Even before the interview takes place, the student's attitude has been influenced by the personnel policies of the school or college (50) In every institution the students have some idea of the role the interviewer is expected to play If he is viewed as a disciplinary officer, in the punitive sense, he will have difficulty in establishing a friendly relationship with students. They will be on their guard against saying anything that will incriminate them If the interviewer is judged to be more concerned with maintaining school or college standards than with furthering the welfare of individual students, he will not be able to create an accepting, permissive atmosphere.

The interviewer's reputation is perhaps the most important single factor in the success of an interview Many of the problems of the interview are already solved if the interviewer has a reputation for giving "a square deal," for recognizing the student's point of view, and for giving constructive help in the joint solution of a problem. Such a reputation depends in turn upon the interviewer's physical condition, eyesight, hearing, freedom from strain, mental alertness, emotional adjustment, and other personality factors, as well as on his training The interviewer who sends students away with no new perspective or orientation, no purpose or plan, gives them a weary feeling of futility

and thereby builds up a most unfortunate reputation. It is impossible to create the ideal atmosphere for an interview when the counselor has acquired the reputation of disclosing confidences, of duplicity in dealing with individuals, of doing most of the talking, of not seeing the student's point of view, of wasting the student's time.

If possible, time should be scheduled between interviews in order to allow the interviewer to make any necessary notations or follow-up contacts from the previous interview, and to look over the next student's cumulative record From the standpoint of the interviewer himself, this breathing spell reduces the fatigue arising from the intense concentration necessary in every interview.

BACKGROUND INFORMATION

A knowledge of the student—his physical condition, his medical history, his family background, his scholastic record, and his scores on standardized tests—should help the interviewer interpret the student's remarks more accurately and realistically (see pages 25–29). For this reason, the counselor does well to make use of such sources of information as cumulative records and case studies before the interview The chances are that a more helpful understanding of the individual will grow out of knowledge of his previous development and present environment than out of ignorance of these factors Unconscious bias is more likely to arise from the interviewer's personal prejudices than from a wealth of information about the student, from an initial first impression than from a study of information from various sources

A knowledge of student problems is also important. For want of facts, many school and college interviews are futile, neither student nor counselor has the facts needed to solve the particular problem. For example, a high school girl wanted to drop algebra She discussed the matter with her adviser, but gained no help on the problem because the adviser did not have the facts about the educational value of algebra, the higher institutions and vocations that require a basic knowledge of it, the mental ability necessary for success in it, the best methods of studying it, and other relevant information Many vocational guidance interviews leave the student "up in the air" because the counselor does not have specific up-to-date facts regarding the qualifications needed for different occupations, the openings in the field, and the places where preparation may be obtained Counselors need facts about the contribution each subject makes to vocations and avocations, the range of intelligence required for success in a given course or vocation, and the most effective methods of reading in each subject. These are practical questions that constantly recur in school and college interviews Not

without good reason have Bingham and Moore (21) emphasized the importance of the counselor's having superior technical knowledge of each of these problems.

Young people today, however, need more than information; they need security, perspective, and faith in the future These are best acquired through personal relationships Understanding of the nature of adjustment is equally important The counselor is "often baffled and defeated by the complicated structure of his patients' lives and by the relative meagerness of current scientific knowledge concerning human reactions" (100 108). He does not know the answers.

THE STUDENT COMES TO THE INTERVIEWER

A favorable referral helps the interview to get off to a good start If the student comes of his own volition, he indicates to the counselor that he is ready to accept responsibility for working out his own problem. This is an essential condition for successful interviewing.

If, however, the student comes not because he wants to, but because his mother, or a teacher, or some other person has referred him, he is resistant instead of receptive to growth through the interview process In his mind the interviewer figures as a coconspirator against him This puts the interviewer in an awkward position The interviewee feels no need to express his thoughts and feelings. In fact, he feels that if he does talk, he will get himself into trouble Under these conditions, therapy cannot be effective. The soundest procedure is to recognize the interviewee's feeling, explain the nature of the counseling process, and try to build what is commonly called *rapport*

Sometimes the student comes willingly enough but is too well satisfied with his present status to take responsibility for a new reorientation He is ready to talk, but only on a superficial level. The interview is merely a pleasant experience that provides an escape from the task of getting to work on a real reorientation One worker, through listening to the casual conversation of a sixteen-year-old boy, gained an understanding of him· He was a person with no positive relations with people; he had feelings of resentment against his family, a compulsive need for success, a dislike of menial work, a strong feeling of not measuring up to his level of aspiration He rebelled against his old self, wanted to become a new person, but could not realize his good intentions. This first interview provided some relief of tension and clarified the nature of his conflicts for both the interviewer and himself. From then on, the interviewer's picture of the boy changed constantly as he worked with him. As the boy's attitude changed from one of distrust to acceptance, he began to try out and work out technics of living that enabled him to

handle life situations despite his feelings of fear and insecurity This interviewer was genuinely accepting, not merely acquiescent. There is a difference an interviewer can be verbally acquiescent but not really accept the person

In some cases one finds a reluctance to talk that may arise either from a general unresponsiveness or from real difficulty in verbalizing The counselor accepts either limitation and makes the counselee feel at ease and free to talk or be silent Sometimes a game, several of the *Thematic Apperception Test* pictures, or other tests serve as a springboard to conversation.

The first interview is a guide to treatment (86, 108), a means of establishing an atmosphere of friendliness and competence, an opportunity to develop insight (151), a step toward mutual understanding The interview may also be viewed as a learning situation, subject to the psychological laws of learning Learning is most effective when emotional blocks are removed, when familiar words and ideas are used, when one idea at a time is introduced, when the person participates in the learning experience, and when the counselor takes an attitude of positive expectancy toward the person (151).

STRUCTURING THE INTERVIEW

The client's co-operation, in any kind of interview, depends on his having some idea of the counseling process and his role in it—what is expected of him, the kind of experiences that will be offered, the purpose of the procedures employed, and his responsibility for using the resources available

The approach will, of course, be varied with each individual, but the interviewer usually tries to sense what the student expects of the interviewer and why he has come He may begin by remarking "I really know very little about why you came in Would you like to tell me something about it?" (129a 129) Or he may merely make a simple statement of the nature of the counseling relationship Another counselor may say directly, "We want to help you understand yourself and your relations with other persons " Another sometimes begins by saying· "If you come in and talk about these things, there's a chance you may be able to think them through. It has helped other people " Another approach is this· "I may be able to help you go about working on your problem " These are general statements or questions that open the conversation but do not direct it.

Sometimes the counselor tries to interpret his role and explain the nature of the testing and other services offered Toward the end of his

first interview with an emotionally disturbed twenty-year-old woman, Rogers said

"Well, I might say just a word about the kind of thing that we do here, and the kind of thing that you are starting to try, I suppose, today, and that is if you come in to try to talk through these things that do bother you and concern you —there's a chance at least that you may be able to discover for yourself some of the things that you can do about the situation, and I think it's up to you whether or not you think it's worth trying—and all I can say is that a number of people have tried that sort of thing and have found that it helped, but you can't be guaranteed anything It might help or it might not I think you're wondering whether anything might help" (129a 138). (Reprinted from *Case Book* of Non-Directive Counseling, edited by William U Snyder, by permission of Houghton Mifflin Company Copyright 1947, by Houghton Mifflin Company)

Instead of structuring the interview at the beginning, i e , setting limits and acquainting the counselee with the service available, some counselors believe it better to let the counselee discover the nature of the contact as he proceeds However, if the counselor waits too long to structure the situation, the counselee may get a confused idea of his relationship with the counselor and of his responsibility in the process

GAINING RAPPORT

The word *rapport* has been used glibly without enough understanding of the conditions under which a relationship of mutual trust and respect is nurtured (143) We have already emphasized initial rapport in our discussion of interview technics In the first few minutes, by his words, his manner, and his facial expression, the counselor says in effect "This is the kind of person I am, this is the kind of experience an interview is."

It is obvious that the first principle in gaining rapport is to recognize the individual differences in the persons interviewed and to adapt one's approach accordingly

Rapport is too often thought of as a "bag of tricks"—devices used at the beginning of an interview. If employed with sensitivity, devices such as the following do help the interviewer to create the desired psychological atmosphere giving the student a comfortable chair beside him in informal and pleasant surroundings, taking care not to display a cluttered desk or anything else that gives the impression that he is pressed for time; being punctual, avoiding interruptions and distractions, mentioning something the student has done well, or a person or place with which he has pleasant associations An interesting object or picture in the counselor's office (97) may become "a part of the dynamic interview process." Devices such as these help to make the student feel more relaxed and receptive.

It is obvious that devices of this kind must not be used with self-

consciousness or in a stereotyped, mechanical manner Such an approach is quickly detected by the student—and resented Word goes abroad that Mr. So and So always begins an interview with "What can I do to help you?" or that Mrs. O—— is likely to say, "Won't you let me be a mother to you"—to which one pert youngster replied, "You'll have to ask my daddy about that" Although the principle of beginning an interview with a positive approach is sound, it must be applied with infinite variety and deep sensitivity to the persons being interviewed

Far more important in the long run than these initial devices are the counselor's personality and reputation, and the role that the student expects him to assume (20). The last two of these factors have already been mentioned. The personal qualities of an ideal interviewer have been the occasion of much speculation but of little or no research (78). Three qualities seem to be of special importance (1) a constructive attitude toward people, (2) an understanding of their motives, of the world as they variously perceive it, of actual environmental influences, and of common patterns and sequences of behavior, and (3) a sensitivity to the individual with whom he is talking, an alertness to indications of mood and attitude, and an ability to adapt himself to the other person's changes in feeling as any clever conversationalist does. It is only through thinking and feeling with the other person—empathy and sympathy—that the interviewer knows when to be silent, when to reflect his feeling, when to interpret

While these specific qualities are most desirable, the counselor must at all times be himself He cannot assume certain characteristics superficially and "get away with it" According to some authorities, a counselor should never show that he is shocked by anything a student says or does. However, if a counselor is genuinely shocked or indignant, a natural response would seem to be better than an easily recognized artificial repression of his real feelings But if a counselor is emotionally mature and genuinely concerned with trying to understand the student, he will not feel shocked or angry, he will be so absorbed in finding some positive element on which the student can restructure his self-concept that he will have no room for other feelings.

Second only in importance to the counselor's personality are the words he uses Sometimes they do not mean the same thing to him as to the interviewee. If he speaks the student's language, he has entry to his thoughts (93) Vocabulary is a factor in gaining rapport that has not received the attention it deserves. The counselor should adjust his manner and speech to the client. He should not talk over his head, neither should he be so colloquial or slangy as to lose the respect of the student. Schwesinger (122) and Bender (18) showed that placing em-

phasis on different words can produce variations in the results in an interview.

ESTABLISHING A COUNSELING RELATIONSHIP

Initial rapport is merged into a sustained counseling relationship. At the risk of being repetitious, we would like to emphasize that a beneficial relationship grows out of the counselor's feeling about people—a respect for human beings, an acceptance of them as they are and as they can become, faith in their ability to work out their own salvation This attitude toward persons is basic It results in a warm, accepting, understanding relationship, which, however, is not "personal" in the sense that the interviewer becomes personally involved with the client or his problem. The relationship must be objective, but still not cold, impersonal, or disinterested The interviewer's own personal and professional security also affects the relationship He should feel as much confidence in his ability to facilitate the growth process during the interview as the interviewee should feel in the resources for growth within himself. If the interviewer feels insecure, he may transfer some of his hesitancy and doubt to the interviewee

Lewis reported a number of client-centered interviews in which interviewer and interviewee worked co-operatively and assumed appropriate responsibility for its progress This view of the joint responsibility of interviewer and interviewee is concretely described in the following quotation

. . The girl feels that here is someone who can understand her point of view, whom she can count on to be frank and honest but not moralistic or critical, who will not be offended or shocked, who will laugh with her when things are funny, who is really interested and willing to listen to ideas which the girl describes as "cockeyed" . .

She is accepted as . . . a person of importance for herself, one who, like the psychologist, has problems on which at times she needs objective help It is recognized that the psychologist has some skills and knowledge which the girl does not have, but also that the girl has knowledge and skills which the psychologist lacks It is also accepted that at the outset the psychologist does not know the solution to the problem and cannot find it without the help of the girl, that it is a cooperative process

A division of responsibility must be accepted by the psychologist and the girl The psychologist assumes the responsibility for developing and maintaining an emotional relationship which will be satisfying and helpful to the girl She puts at the girl's service what knowledge and skills she has [but] never assumes the responsibility of solving the problem for the girl Instead, she has the more difficult task of keeping that responsibility with the girl, waiting and working until the girl achieves sufficient understanding to find the solution With the psychologist also lies the responsibility for seeing that plans made by the girl

are realistic with reference to the girl's abilities and to the social and economic world of which she is a part On her part the girl contributes a wish to help herself, an effort to produce material, a willingness to search for the affective meaning which events, behavior, feelings, and people have for her

. . some improvement in the immediate situation may be achieved without understanding on the part of the girl, but since no person or situation remains the same, at least partial understanding on the part of the girl is necessary for future equilibrium The achievement of understanding must be attained by the girl, it cannot be given to her If she is to be free to find understanding, it is necessary that the emotional atmosphere of the clinical situation be such as to give her a feeling of ease and security, that she is accepted as a person of importance in herself, that she will not be told what to do, that it is pleasant and worth while to come (75 13–15).

The following passage shows how an eleventh-grade girl, fifteen years eleven months old, IQ 135, described her relationship with a psychological counselor at the close of a series of interviews extending over eighteen months

E came in without an appointment, stating she wished to talk to psychologist about her plans She talked for a while about her plans for going to college and her feeling that it could be accomplished Psychologist then told her that psychologist was leaving the city

E became very much upset, saying "I don't know what I'll do Although I haven't come so often lately, I've been so busy, I've always felt I could come in to see you whenever I needed it I was thinking the other night about what you'd done for me. The way I feel about it is you kind of opened up everything I was in a black hole I was so depressed You pulled me out You never told me what to do, but while I talked to you things seemed to suggest themselves and they worked out You didn't show me, yet you were the person who started it I felt I could say more to you than to anyone else You know how to take it more than anyone else. You never get mad and don't misunderstand I used to save things to tell you I've been saving things to tell you It was as though you belonged to me . You certainly made me more understanding of what the past meant and how to handle it It still comes up but I know better what to do about it You were something, not exactly a person, you were a whole place It was as though I belonged. A place where I could think and yet I belonged there. I don't know how to say it Now that I think of it you didn't give me the answers. You started me out, and then when I'd come here it was all me You knew me awfully well I talked to myself I don't think you are the same to other people. I don't know what you are to other people Now I think you're not the same to me as you were when I was first coming I can't quite exactly explain the difference When I first came it was all me Then I got to thinking about how I affected other people and what I had to do with other people, but you were a part of it all I think now I come to you for advice. There's a difference in the feeling I can't quite explain it "

Psychologist's next appointment came Psychologist promised that E might come the next day to talk over her plans for college (75 27)

RECOGNIZING, ACCEPTING, REFLECTING, AND CLARIFYING THE COUNSELEE'S FEELINGS

It is natural for the counselee to express his negative feelings in the first part of the interview or series of interviews. The interviewer's role is to listen, to accept and reflect these feelings, and to help the person clarify his views and perhaps perceive the situation in a new light.

Listening has long been considered a case-work art (47). Listening can be dynamic, it is an essential part of the communication process; if the relationship between the two persons is right, listening becomes a stimulus to communication

Something happens even in silences In the interviews analyzed by Tindall and Robinson (150), resistance to silences was very rare The interviewees paused to reflect on the topic under discussion, or to marshall new material Interviewers paused to organize and formulate their responses.

Acceptance and reflection of the interviewee's feeling are closely associated Acceptance may be indicated by the interviewer's bodily posture, facial expression, or gestures, by a noncommittal "uh-huh," "I see," or "yes " But the interviewee is more certain that his real feelings are accepted if the interviewer rephrases them accurately It is sometimes difficult, especially in the first interview, to convey the idea that acceptance does not mean agreement or approval This distinction becomes clear as the purpose and nature of the interview are understood by the counselee. There is, however, real danger in seeming to reinforce the counselee's erroneous ideas and negative views For example, at the end of a series of interviews, the client, who had repeatedly expressed her antagonism toward her husband, felt that the counselor had given his support to her negative feelings. She virtually said, "I'm glad you agreed with what I've said about my husband " She had not gained a modified perception that might have improved their relationship, and thus have been beneficial to their child

The skillful counselor does not merely repeat words He does not usually reflect the intellectual content of what the counselee has said. If he can sense how the counselee is feeling, he expresses that feeling in words.

The counselor does not merely reflect the last thing the counselee has said, but keeps in mind what he has said previously and tries to see relationships. One counselor reflected a student's feeling expressed throughout the interview in the brief statement: "That sums up a lot of what you've been saying—life seems to be passing you by "

By reflecting the counselee's feeling, the counselor often helps to

clarify it. By holding it up before the counselee, the interviewer gives him a chance to look at it again, this time a little more objectively. By repeating it in slightly different words, the interviewer enables him to get a somewhat different slant on it. The following are a few samples of this kind of reflection of feeling

"You feel things are all going wrong."

"You feel that the trouble began a long way back, but it's been getting worse."

"You feel that studying was a way of avoiding social events."

The counselor may go further and encourage the counselee to "tell more." He may make such remarks as.

"Yes, and then?"

"What did the relation mean to you then?"

"How did you feel about that?"

"Just what has he done?"

"Why did you say, 'used to'?"

"Is there anything that Dick especially likes?"

The counselor may go still further and encourage the counselee to think more deeply about why he feels and behaves as he does or to analyze something he has said, as in the following instances

"When your mother did that, how did you feel?"

"Perhaps there is more to it than that."

"I think you can understand the situation still more fully."

"Why does remembering this experience bother you?"

"That isn't all, is it?"

"There's something you don't want to say, isn't there?"

"And you don't think he's right?"

Reflection of feeling has perhaps been overemphasized as a technic. If the counselor is too intent and anxious about recognizing and reflecting the person's feeling, he may block the free communication, which is the most essential part of the process. The counselee may get the impression of a person prying into his private world

INTERPRETATION

There is no sharp dividing line between reflection of feeling and interpretation. If reflection of feeling is more than a mere repetition of the counselee's words, some interpretation is involved

Examples of interpretation.—The following are instances in which the interviewer did more than repeat the counselee's words or reflect his feelings. If space were available to record the entire interview, the reader would clearly see that the interviewer went beyond what the individual actually said or explicitly implied

"So instead of getting better, things have been getting worse."

"You feel you've lost before you begin."

"You feel that you can't act natural in social situations and that people notice it."

"You can tell yourself what you ought to do, but, when opportunity offers, you can't do it"

"You feel that people try to reassure you, but it doesn't make you any more self-confident."

"You feel you're playing two different roles."

In these instances the counselor tried to increase the counselee's understanding of himself by pointing out relationships and feelings he had not fully recognized. If the counselor's interpretation is accurate and well timed, the counselee is likely to say, "That's right," or otherwise indicate his agreement with the counselor.

Interpretation is not easy. What the counselee says is often a mixture of facts, his true view of the situation as he sees it, and his feelings about it But sometimes he makes statements which he thinks will make a good impression on the interviewer, or even spins a yarn for his own enjoyment. Unless the interviewer has information from other sources, he is sometimes unable to distinguish between fact and fiction. Having noted this discrepancy, the counselor is most concerned with knowing why the person had a need to distort facts—why did he need to resort to lies and why did he misrepresent the situation in that particular way?

Another difficulty, as Young (161·264, 267, 275) pointed out, arises in the interviewer himself—his tendency to project his own ideas and attitudes upon the interviewee, his unawareness of his own biases, and his tendency to oversimplify.

Even experienced counselors are not unanimous in interpreting the feelings expressed in interviews. This difficulty was illustrated in an experiment by Reid and Snyder (104) in which fifteen counselors with varying amounts of training in nondirective counseling attempted to classify the feelings expressed in a set of client responses, which were presented phonographically and in printed booklets Each response was placed, on the average, in five different categories. Even the three most experienced counselors placed the same client responses in quite different categories of feeling. Such marked disagreement among experienced counselors emphasizes the need for caution in making interpretations

Yet there is frequently a need for interpretation. Its purpose is to stimulate the interviewee to explore further. Skillful interpretation makes for movement in the interview. Without interpretation, the counselee may remain on a superficial level of self-understanding, and consequently not make much progress. Even premature interpretation

may not be so serious as some counselors believe, because the individual tends to ignore any interpretation for which he is not ready. To interpret to students the varied aspects of their emotional life, however, requires great skill and understanding.

Interpreting test results. If tests are used, they should be woven into the interview pattern. This may be done by means of the following steps:

1. Wait for the counselee to recognize the need for the kind of objective evidence that tests can give.
2. Explain the nature of the most relevant tests—tests that show what he does best, what he likes to do, what he could do if he wanted to. To avoid a feeling of failure, explain that the tests contain some very easy questions and also some that he would not be expected to know.
3. Administer the tests in a precise but unhurried way, showing a friendly interest in his performance.
4. Interpret the results in such a way as to answer the individual's questions, and with consideration for his need for this information and ability to accept it. The counselor, however, should not distort the test results in order to encourage the student temporarily. Intelligence test scores or IQ's should be interpreted with special care because misconceptions of the nature of intelligence are prevalent. The *Differential Aptitude Test* by Bennett, Seashore, and Wesman, published by the Psychological Corporation, New York City, is an integrated battery of tests valuable in calling attention to various manifestations of mental and clerical abilities. It prevents an individual from feeling discouraged over a single low score; in his profile based on this battery, he is usually above average in some respect. The battery, too, being diagnostic, is of more value than any single score or IQ. However, from the standardized general intelligence tests considerable diagnostic information can be obtained from the sub-scores, the analyses of responses, and the reports of observations made during the testing.

DEVELOPING INSIGHT

Insight that leads to desirable changes in behavior is the major goal of interviewing. *Insight* has several different meanings:

1. Intellectual insight: "the perception of new relationships to one's self, and the fresh understanding of reality" (132).
2. Intellectual insight plus emotional reinforcement.
3. Emotionalized insight that leads to changes in behavior.

Shaw (123) attempted to explain insight as the ability to verbalize ideas that have previously been repressed because of anxiety. Any technic that gives the counselee a chance to become aware of suppressed

impulses without disapproval should help him in dealing with them in life situations (113) Any technic that helps him to clarify and understand his feelings and conflicts should lead to insight Any technic that encourages the counselee to plan ways of using his insights in real life situations will help to make his insights functional However, mere acceptance of the counselee's feeling is not enough to achieve this end. In fact, there is danger of encouraging the counselee, by uncritical acceptance of his point of view and unskillful reflection and interpretation of his statements, to build up a picture of himself that is out of line with reality. If this is done, he may be very happy in the interview situation and seem to have achieved a fine adjustment, only to go completely to pieces later on when he finds that he cannot realize in daily life the self he had envisioned. Nor can an interview be judged successful if the counselee's new orientation is out of line with criteria of social acceptability.

Progress, or movement toward self-understanding, should be evident during the interview or interview series It is often lacking in the interviews of inexperienced counselors, neither the counselor nor the counselee seems to have any clear idea of where to begin, how to proceed, or where to go

PUTTING INSIGHTS TO WORK

The process of clarifying feelings and gaining insight naturally leads to the making of decisions and the planning of courses of action The student often needs help in translating his insights into real life experience He may be helped by observing other persons who get along well with people, by studying the psychology of "how to make friends and influence people," by using role playing or sociodrama as an aid to working out his personal relations. The successful interviewer is resourceful, he finds suitable educational opportunities, locates suitable jobs, thinks of ingenious ways out of difficult situations, introduces the student to suitable recreational groups.

He is most happy, however, if the student can do these things for himself Then the counselor need only reinforce by a word of approval a plan the counselee has thought out For example, the counselor made the following comments at different points in an interview with a parent who was doing a good job of analyzing the situation himself:

"That's a fine idea "

"You're right about that, Mr H——."

"You've helped me to understand the situation better."

"You've helped by bringing him [the child] here "

Reassurance is more directive According to Andrews, reassurance is

"particularly indicated with mental defectives, young children, and other immature personalities in combating feelings of inferiority and anxiety" (8 66).

More effective than either verbal approval or reassurance is the counselor's capacity to build the individual's faith in himself This is accomplished in many subtle ways and seems to be the basic element in successful counseling Self-confidence is sustained by success in real life situations. It is frequently necessary to reduce environmental pressures to such a degree that the student, with his new orientation, can handle them. For example, when a student is unsociable, unable to relate himself to other persons, it is common practice to suggest that he join a club or participate in social events But, unless he has been helped to acquire the attitudes and social skills necessary for acceptance in these groups, he may come out of the experience with an even deeper sense of social failure. If possible, the social demands of his present environment should be decreased to the point at which he is able to handle them successfully. Nor is it helpful to tell him that he should not try so hard to be sociable; that he should be more relaxed, less tense.

Perhaps the counselor can accomplish most in cases like this by reflecting in a psychotherapeutic counseling relationship any positive insights the person expresses "You feel that you can be sociable, but not often enough." The interview hour itself should be an experience in which he can talk freely to the counselor and feel relaxed and at ease As his relationship with the counselor develops, he is learning to relate himself to other persons A present difficulty in communicating with the counselor or with other people is only a symptom of complex conditions under which the person never learned to relate himself to others during preschool years, never grew out of his normal early egocentricity, never experienced genuine love and affection The basic causes of the difficulty lie deep in these conditions

ENCOURAGING CONTINUATION OF THERAPY BETWEEN INTERVIEWS

The growth process is not confined to the time spent in the interview. In fact, most of the growth takes place between interviews It is then that the thinking begun in the interview is continued, and the insights gained in the interview are put to work in daily living Accordingly, some counselors encourage the counselee to think about his problems and to carry out his plans between interviews There are a number of ways of doing this

To give a definite assignment—questions to think or write about during the interval. Lewis (75) mentioned the following "homework," which she gave to some of her adolescent clients

"Will you try to remember all the times in your life when you were happy—make a list of them so that you can talk about it."

"Think of all the times you didn't understand your mother and she didn't understand you Next time you can tell me about those."

To make a point of asking, at each session, about the success of plans formulated in the previous meeting

"Well, how did things go?"

"Did you have a good time at the party?"

TERMINATING THE CONTACT

Counseling should end with a mutual recognition that independence is another healthy step toward growth. Instead of being an abrupt break, the termination of the contact should be a natural stage in the process. The counselee's decrease in interest is one indication that he is ready to end the treatment Kemble (71) believes that the ending should be planned, not sudden, clear cut, not indefinite The way should be left open for the counselee's return if he feels the need for further help If possible, the case should be followed up after a sufficient lapse of time to determine whether the client has made adjustment in life situations.

KEEPING RECORDS OF INTERVIEWS

Records of interviews are needed for service purposes as well as for research. (For research aspects see pages 145–148) But how is the interviewer to take notes, so that he will have continuity from one interview to the next, without destroying the personal relationship? As a matter of fact, taking notes is one way in which the interviewer can show that he is paying close attention and is trying very hard to understand the person being interviewed. If the purpose of the notes is made clear to the interviewee, then note taking will be something in which he is participating, not something that is being done to him.

Although much detail is lost if the interview is not recorded at once, Symonds and Dietrich (144) found that the most significant ideas are not likely to be forgotten quickly. In fact, they suggest that there may even be some gain in integration and in perception of the relationship of significant ideas if the interview is recorded after a not-too-long time interval

By making possible a minute analysis and discussion of the interviewing process (117), verbatim reports are useful in the training of interviewers. One of the most difficult problems in recording is that of distinguishing between relevant and irrelevant facts and between facts and the inferences drawn from them. Finally, a sagacious synthesis of

significant independent items is necessary to show movement in the case and to suggest further treatment

Sound recording is obviously superior to note taking in that it makes possible a verbatim record, preserves the tone of voice, inflections, and pauses, and leaves the interviewer free to concentrate on the listening process (see page 129). Talking to a microphone, however, is not the same thing as talking confidentially to a counselor It may have different effects it may stimulate the counselee to make a more accurate self-analysis, or increase his natural tendency to make a good impression One should always obtain his consent to have the interview recorded

Sound recording has made possible a detailed comparison of the counselor's procedure in successful and in unsuccessful cases. Snyder (130) found that the counselor in one "unsuccessful" case did more structuring of the situation, asked more direct questions, and more frequently restated the content of the client's remarks than did the counselor in four "successful" cases The client in the "unsuccessful" interview more often asked for information, showed less insight, rejected the counselor's statements, discussed irrelevant material, wanted to terminate the contact, and insisted that the counselor give advice.

Hazards of Interviewing

The counselor should recognize several ways in which the interview may fail to accomplish its main purpose

1 The counselor may fail to achieve a warmth of relationship—a "feeling with" the person both intellectually and emotionally. He may feel only sentimentality or pseudo-affection, or even make the contact an outlet for his own ego drives and desire to dominate.
2 The counselor may seize upon a solution and push its acceptance without giving the student a chance to explore the situation more thoroughly; this fault is often attributed to a feeling of pressure—"so much to do and so little time"
3 The counselor may persist in his preferred technic or theory when it is clearly inappropriate in a particular case
4 The counselor may fail to follow up the clues and leads that the student gives, or neglect important aspects of the case such as a physical impairment or a personality trend, the significance of which he does not recognize.
5. The counselor may evoke confidences that he cannot handle, and that the student will later regret having brought to light. Or he may probe too deeply and too quickly Prying into another person's private life by methods that do not seem legitimate to him, may have the effect of a boomerang in destroying the relationship that is

the *sine qua non* of success. An individual's reticence or resistance may indicate areas of conflict that should be noted, but not necessarily explored immediately If the counselor oversteps the boundary line of reticence, he will put the student on his guard. And what doth it profit a counselor though he gain vital information if he thereby antagonize the individual he had hoped to help?

6 The interview may be problem centered or technic centered rather than centered in the person in the setting of his school, home, and community

Values of Interviewing

Since the values of the interview have already been described, they need only be mentioned here by way of summary. In the interview

Tension may be reduced by the opportunity to "talk it out."

Negative feelings may be accepted and clarified

Positive relationships may be recognized and reinforced The interviewer acts as a "catalyst for the subject's thought processes."

Insights may be developed.

The counselee's independence in using the resources for growth within himself may be developed.

Plans for positive action may be initiated and followed through.

A satisfying human relationship and a profitable use of time may be experienced within the interview hour itself "There is no substitute for the personal touch in the interview as a means for discovering motives and awakening new purposes. In the last analysis there are human situations which can be met only by a person whose spirit goes out in good will toward another" (140 553)

The interview has both diagnostic and therapeutic value. It is the most dynamic way of understanding the individual as a whole.

Brumbaugh (27) emphasized a concept of the interview which is frequently ignored, namely, its value to the personnel worker as well as to the student. So conceived, the situation becomes one in which two or more individuals meet for the purpose of benefiting mutually from one another's viewpoints The interview thus becomes a dual learning experience for both counselor and student (9) Each interview is "an experiment in human relations" (50)

An adequate idea of the nature of the interview should also recognize its importance in the emotional adjustment and personality integration of all students (53) It should serve not only the problem cases, but also those who have potentialities for leadership and are likely to play a significant part in public service

Evidence of the Effectiveness of the Interview

How effective is an interview? Any interview should be evaluated with reference to the purpose for which it is used. As employed in counseling, interviewing is an unstandardized technic Even the research interview is becoming more informal, more nondirective Thus the problem of determining its reliability and validity is correspondingly complex.

RELIABILITY

The concepts of statistical reliability have limited application to the interview Indeed, it would be more exact to speak of reliabilities rather than of reliability, for the dependability of the interview varies with the interviewee, the personality and skill of the interviewer, and the content of the interview (137). One kind of reliability is similar to the retest reliability obtained for standardized tests; it shows whether an interviewer would obtain the same facts if he repeated the interview with the same person Another kind of reliability corresponds to the comparable form reliability of tests, it indicates whether two or more interviewers would obtain the same facts from the same person. In the employment interview, reliability is usually interpreted as consistency. It shows whether several interviewers agree in their estimate of the applicant's proficiency for a particular job

Though few figures on the reliability of interview data have been reported, there are enough to show that definite, objective, factual information can be obtained accurately in the interview. Jenkins (69) tested the dependability of a series of nineteen questions about brands of goods by repeating the original interviews after forty-eight hours On the average, 90 per cent of the persons interviewed named the same brand of goods in the second interview The range for different items was from 85 to 97 per cent; the standard deviation was 2 per cent King (72) also obtained rather high agreement (from 66 to 100 per cent) between the responses obtained by two interviewers visiting the same twenty-five families about two weeks apart

The reliability is far lower for less definite and objective information. For the counseling and psychotherapeutic interview, the usual statistical concept of reliability is not appropriate Since this sort of interview represents only one phase in a continuous process of adjustment, it could not be expected to yield the same information if it were repeated Nor could the interviewee be expected to express the same ideas consistently with two interviewers, interviewers are individuals, too, and approach clients in somewhat different ways. Moreover, what the interviewee says

sometimes does not correspond to objective facts. He views his world differently from the way other persons view it. It is his view of himself and his relationships that the interviewer wants to obtain accurately, regardless of whether these views are realistic Nor will his views be the same from day to day, they will not necessarily be consistent For these reasons the common concept of reliability does not apply in the counseling interview as it does in the fact-finding research interview. The statistical unreliability of the interview under counseling conditions must therefore be recognized (137 499).

A number of factors present in the interviewee himself may cause this unreliability self-concern or the desire to make a good impression, poor memory and judgment, lack of skill in analyzing a situation Of these, Woodworth (158) considered self-concern the most likely to have the effect of coloring testimony In the psychotherapeutic interview, however, self-concern can be used to motivate self-analysis, unless the client is concerned and willing to take responsibility, the interviewer cannot accomplish the main purpose of the psychotherapeutic interview.

Other factors such as the bias of the interviewer, his skill in observation, the purpose of the interview, the framework in which it takes place, the supplementary information available, the kind of questions asked, the relationship between the counselor and the student, affect the reliability and validity of the interview. The fact that different interviewers obtain widely divergent results with the same group of subjects or with two comparable groups is supported by Viteles (153), who pointed out that even experienced salesmanagers differed widely in their opinion of twenty-four applicants whom they interviewed The employment interview, in its traditional form, has been found to be highly unreliable (160) Muscio's study (93) indicates that the form of question used in the interview influences both reliability and validity.

In a now classic experiment Rice (107) presented evidence to show that a bias in the mind of the interviewer is communicated by some process of suggestion to the mind of the interviewee Harvey (61) studied experimentally the effect of bias introduced into instructions given to a group of interviewers. Almost half of their subsequent estimates showed the effect of the bias, though they did not think they had been influenced by the report read before the interview Only one of the five interviewers was not influenced, he recognized the possibility of bias and consciously resisted it Stanton and Baker came to a more discouraging conclusion from their study of interviews with two hundred college students, namely, that

the bias of the interviewer exerts some determining effect upon the outcome of the interview even when the interviewer is experienced, the direction of the bias

is known to him, and the material has no personal or emotional connotation (133 134)

Further,

> As opportunity for forgetting increases, the effect of the interviewer-bias is to make the responses more and more in accord with the bias (133 134)

Friedman (55), however, who experimented similarly with one hundred students, reported findings that did not confirm those of Stanton and Baker.

Another concept of reliability is that of agreement among persons in interpreting the content of a recorded or observed interview. Some work has been done on the ability of judges to agree as to the number and kinds of procedures used in phonographic recordings of interviews Porter (99) found a high agreement among judges as to the number and frequency of procedures used in the interviews (coefficients of correlation of + 90 and + 85 respectively) However, their agreement as to the type of procedures used was only 45 per cent One might question whether this kind of study contributes much to the real problem of achieving accurate interpretation of the personal motivations revealed in the interview The judges are handicapped by having only the verbal part of the interview Facial expression and bodily movements and attitudes sometimes tell more than words about the interviewee's feelings and drives Reid and Snyder (104) reported lack of agreement among counselors in the interpretation of feelings, both from phonographic records and printed accounts of interviews.

In the therapeutic type of interview, reliability becomes of little or no significance because individual differences in the interview approach are required to meet individual differences in clients and their problems The retest type of reliability would be out of the question, the split-halves type of reliability meaningless in a relationship as fluid and progressive as a therapeutic interview. Consistency among interviewers might be studied if it were practical for more than one interviewer to cover the same ground with a client

VALIDITY

The problem of determining the validity of an interview is far more important and more complex than the problem of determining its reliability. One concept of the validity of an interview is its correspondence to reality. In fact-finding interviews the accuracy of the data obtained can be determined by comparing the information given in the interview with the actual conditions For example, Jenkins (69) determined the validity of the information given by interviewees on the brands of goods

they last purchased, by means of records of the actual purchases The agreement was, on the average, 78 per cent.

A second kind of validity is that of accuracy of prediction on the basis of the interview In the employment interview validity means accuracy in appraising the probable success of the applicant in a job When the worker's success can be definitely measured by his production, the accuracy of the prediction and the effectiveness of the interviewer can be ascertained However, controlled experiments are necessary in which the production of those whom the interviewer has rated high is compared with that of those whom he has rated low. There have been studies of the effect on the accuracy of appraisal of various devices such as a guide to observation in the interview, rating scales, and questionnaires to be filled out by the applicant before the interview

In schools and colleges the interviewer frequently tries to estimate the student's ability to meet course requirements. One investigator (32) reported that the correlations between students' marks and interviewers' estimates of their ability, based on high school records, test scores, and the interview itself, varied from .66 for one interviewer to .73 for the other Although these correlations indicate that the interviewers were frequently right, they are too far from unity to serve as a basis for prediction in individual cases There will be some students whose learning potentialities will be seriously under- or overestimated

In predicting students' mental ability, the unstandardized interview has been shown to have practically no value A carefully standardized interview, on the other hand, not recognized by the subjects as a disguised intelligence test, had a reliability of .96 and a correlation of + 82 with the results of standardized group intelligence tests (128) In practical situations, however, this interview-intelligence test was found to be too artificial (83) Standardization of the interview does not necessarily increase validity; the highest authenticity is obtained when the interview is so skillfully adapted to each individual that he will make his most insightful, sincere, and accurate response The highly standardized interview is lacking in flexibility

A third method of validating interview information is that of comparing it with data obtained through questionnaires, tests, and other verbal methods This method is unsatisfactory because the questionnaire is often less accurate than the interview For example, Jackson (68) compared personality traits indicated by the interview with the *California Test of Personality*, the *Woody Student Inquiry Blank*, and ratings by the experimenter, teachers, and parents He obtained correlations above +.50 between the traits measured by the California test and those indicated in the interview, and low correlations between the Woody blank

and the interview. The interview was found to be almost as effective as the California test in the appraisal of self-adjustment and social adjustment. Group tests and ratings evaluate different traits, tests and interviews are less influenced by school achievement and intelligence than are teachers' ratings Since paper-and-pencil personality tests are open to serious criticism, not much is gained by validating the interview against them

Validity of the therapeutic interview has been studied in various ways by different investigators Those who believe that the purpose of the interview is to promote insight on the part of the client analyze verbatim records of interviews for evidences of insight. Assum and Levy considered the following changes in the client's attitude during the interview to be evidences of increasingly adequate adjustment

> (1) greater acceptance of self, (2) diminished feelings of social inadequacy, (3) decreased unproductive life fantasy, (4) a greater self-assertion toward external circumstances, and (5) increased ability to cope with the inevitable problems that an individual must face in life (10 89)

If the interviewer believes the cessation of symptoms to be the best indication of the success of an interview, he will regard this sort of evidence in the interview record as indication of the validity of the process

If, however, the investigator does not consider an interview or series of interviews successful until the client is able to make a good adjustment in life situations, he will use this adjustment as a criterion against which to validate his interview procedure.

Muench (92) made a significant attempt to evaluate nondirective methods by measuring personality changes during treatment He administered the Rorschach, the *Kent-Rosanoff Free Association Test*, and the *Bell Adjustment Inventory* before and after a series of interviews The adjustment of each of the twelve cases was also evaluated by the interviewer at the conclusion of treatment and classified as "successful," "partially successful," or "unsuccessful " Improvement was most clearly demonstrated by the Rorschach test, less clearly by the Kent-Rosanoff scores, and least clearly by the Bell inventory The test results coincided with the interviewer's judgment as to which were the successful cases.

RELATIVE EFFECTIVENESS AS COMPARED WITH OTHER TECHNICS

In a review of the use of tests in England during World War II, Vernon (152) concluded that, though tests supply useful information, they cannot take the place of careful interviews

The use of interviews to supplement other technics is another aspect of this problem. For three years, from fifteen to twenty central Massa-

chusetts high schools co-operated with Clark University in a project for high school juniors and seniors (141). Pupils of all levels of mental ability and with various kinds of plans were chosen as likely to profit from vocational and educational guidance The university administered a battery of tests and inventories, recorded forty interviews, and asked teachers to fill out the American Council cumulative record card. The interviews were informal, they included a discussion of test and questionnaire results and their possible significance in relation to the student's present situation, ambitions, and problems

What did these interviews contribute to the counselor's understanding of the pupil? How did the pupil's appearance, manner of meeting people, proficiency in oral expression, and personality change the counselor's previous estimate of him? The first diagnosis was definitely changed in only two, or 5 per cent, of the cases. In one of the forty cases new facts were brought to light, and in two cases new possibilities were discovered in the interview, the original diagnosis was still valid, although expanded In 10 per cent, the situation was somewhat clarified by the interview, but the diagnosis was in no way modified. In 77 5 per cent of the cases the preliminary diagnosis was confirmed without alteration

These results support one salient conclusion

> The interview adds little to the average, carefully made vocational and educational diagnosis based on tests and questionnaires A few cases are made clearer or are altered slightly by the interview, a very few are radically changed The contribution of the interview to vocational diagnosis is largely in the field of personality, its other contributions being the bringing out of facts missed by the more objective techniques (141 326)

On the other hand, Burge (28), Joseph Dewey (45), and Brownell (26) have found that the interview may add very important diagnostic information to test results The interview sheds light upon the student's habits of work, his misconceptions, and the processes he is using in reading, in arithmetic, and in other subjects This very important diagnostic information about the *processes* of learning cannot be obtained from the examination of responses on standardized tests. Moreover, if an hour's interview produced as sound a diagnosis as five or six hours of testing would do, much time and expense could be saved.

If the purpose of an interview is to help the person effect changes in his attitudes and behavior through gaining understanding of himself and his relationships, its validity will have to be determined by a study of his behavior in life situations This is the ultimate criterion of the success of an interview To attribute changes in behavior solely to the interview is obviously impossible Even when control groups are set up, uncontrolled variables will unequally affect the behavior of members of both groups.

Self-Rating by the Interviewer

An interviewer may ask himself the following questions as a check on certain factors that may affect the success of an interview in its different stages

Preparation for the Interview

1. Was I physically in good condition and mentally alert, or was I fatigued at the close of a hard day or a long series of interviews?
2. Did I schedule sufficient time for the interview?
3. Was there provision for privacy and reasonable freedom from interruption?
4. Did my desk and office suggest welcome, and leisure to talk with the student?
5. Did I have a background of available data about the student that would help me to understand him better in the interview but would not bias me against him in any way?
6. Did I have information about the educational and vocational opportunities and other facts that the student might need?
7. Had I previously established a reputation for seeing the student's point of view, being genuinely helpful, and not disclosing confidences?

Beginning of the Interview

1. Was I sensitive to the student and did I use an appropriate approach?
2. Was I able to create a psychological atmosphere in which the student was stimulated to take responsibility for thinking through the situation?
3. Was I successful in maintaining free communication between us?

Development of the Interview

1. Did the student feel free to express his negative feelings?
2. Did he have opportunity to release tension?
3. Was my attitude one of sympathetic objectivity?
4. Was I sincere and did I show genuine respect for the student?
5. Was my own attitude, so far as I know, free from bias?
6. Did I follow the leads suggested by the student?
7. Did I help him to clarify and expand his positive feelings?
8. Did he establish a more forward-looking, positive, hopeful attitude during the interview or series of interviews?
9. Was I able to give the student the information he needed when he was ready to use it in order to move forward realistically in his thinking?

10. Did he become willing to face his problem frankly during the course of the interview?
11. Did he gain helpful insights about himself and his relationships?
12. Did he make definite plans for his next step and seem eager to co-operate in carrying out the plans?
13. Did the interview help to make the student more self-reliant—give him a method of facing life situations more constructively?
14. Was the time spent in the interview an experience of value in itself?
15. Did the student leave the interview or series of interviews with a feeling of satisfaction, greater self-confidence, and encouragement?

Effect upon the Interviewee

1. Does the student feel free to come back for further interviews at any time?
2. Does he show a cordial, friendly attitude toward the interviewer?
3. Has he advised other students to consult the interviewer?
4. Has there been any desirable subsequent change in his behavior or attitude that might be directly attributed to the interview?
5. If he outlined an appropriate plan in the interview, did he carry it out in part or in whole?
6. Was the interview considered by counselor and student as part of a total guidance program?
7. Was the interview, in and for itself, a satisfying experience for the student?

Research on the Interview

SECURING ACCURATE RECORDS

The first important step in research on the interview was taken when the phonographic record was developed Covner (39, 40, 41, 42) compared counselors' written reports of their interviews with phonographic recordings of the same interviews. He found that the average counselor records only about one-third of the actual interview and that the content recorded is from one-tenth to one-fourth inaccurate Moreover, the counselor does not always write up the most important parts of the interview The more experienced interviewers make better records.

ANALYSIS OF THE INTERVIEWING PROCESS

The second step was to analyze the phonographic records in various ways· to classify client and counselor responses with respect to type, frequency, and position in the interview series, to note the kinds of client responses evoked by different behavior on the part of the interviewer;

to observe the conditions under which movement takes place in an interview, to analyze the relative kind and amount of talking by interviewer and interviewee as the series of interviews progresses, to submit the client's and the counselor's responses to interpretation by several judges Counselors may gain a better understanding of the interview process by this kind of insightful analysis of recorded interviews Snyder (132) gives a very good detailed review of these researches.

Analytical study of interviews (75, 131) shows what the counselor actually does In nondirective interviews (131) clarification of the client's feeling comprised about one half of the counselor's responses, accepting what the client said comprised about 30 per cent. In the beginning of the interview series, he often structured or set up the situation so that the counselee would know what to expect He rarely used persuasion, disapproval, or criticism, he made only slightly more use of approval and encouragement. The client's responses were divided equally between statements about his problem at the beginning, and expressions of insight and understanding as the treatment progressed (30 per cent each), discussion of plans for the future toward the end of the treatment comprised 12 per cent of the total client responses. Analysis of phonographic records also showed a change from negative to positive attitudes during the counseling process (102).

Another analysis of interviews by Snyder (131) showed the immediate relationship between the counselor's comments and the interviewee's responses. He found that insights, statement and clarification of the problem, and positive feelings tend to follow nondirective comments by the counselor. Except for approval and encouragement, the more directive counselor comments—interpretation, explanation, suggestions for the client's activities, persuasion, disapproval, and criticism—seem to produce "unfavorable" responses on the part of the client

Students' appraisals of interviewing are also worth considering. Acheson (1 45–46) reported the following favorable comments by college students:

"The dean taught me better study habits."
"Helped me to diagnose and correct my difficulty."
"Did not lecture or scold."
"Encouraged me and developed self-confidence."
"Helped to budget my time and work out a study schedule."
"Helped me to strike a balance between work and outside activities."
"Gave a good idea of what a well-balanced college life should be."
"Helped me to stop worrying."

Among the criticisms made by students were these:

"The dean implied that I could not do better."

"Only advised me to work harder"
"Did not diagnose my case but gave a wholesale solution."
"Did not know enough about me to give good advice"
"Offered no suggestions."

Another attempt to obtain students' reactions to interviews evoked somewhat superficial responses. They emphasized the need for more knowledge on the part of the interviewer—knowledge of the individual student's early development, of educational opportunities, and of occupations (82)

COMPARISON OF DIFFERENT INTERVIEWING METHODS

A comparison of directive and nondirective counseling with respect to the number of words used by the client and by the counselor was made by Porter (99) In the directive interviews, he found that the counselors talked, on the average, 2 77 times as much as the clients, while in the nondirective interviews the counselors talked only one half as much as the clients. The directive counselors asked highly specific questions, explained, discussed, gave information, indicated topics of discussion for the client, and suggested things that he should do The nondirective counselors employed most frequently the technics of recognizing feelings and attitudes which the client expressed verbally or in his manner, of suggesting topics of conversation, and of summarizing what the client had just said.

Another type of investigation is the analysis of the statements the counselee makes during the interview In a study of counselees' self-concepts as expressed in nondirective interviews, Raimy (102) found that positive self-references increased in cases that seemed to be successful; this was not true of unsuccessful cases

Some criticisms of these types of research are that they involve only a small number of cases, that they do not recognize the influence of nonverbal aspects of the interview, and that they judge the success of the interview without observation of the client's behavior in real life situations. Such criteria as nonreturn for treatment, evidence of vocational adjustment, or cessation or reduction of symptoms are not satisfactory evidence of the effectiveness of interviews (134) Even though the interview seems to move in a desirable direction, this is not conclusive evidence of success We need to know whether the individual has been able to make a good adjustment to life situations.

FURTHER RESEARCH NEEDED

As a basis for studying interview technics, more phonographic records of different types of "successful" interviews are needed. These recorded

interviews can be analyzed to show the responses evoked by certain kinds of questions, the effect of different initial approaches, the relative amount and kind of interviewee and interviewer participation, and the quality of the insights gained. It is most important to relate the insights the interviewee expresses and the plans he makes in the interview to his behavior in life situations Is he able to translate his insights into daily adjustments? Has the light gained in the interview resulted in less heat—anger, hostility, jealousy—in personal relationships?

Another line of research is the study of the interview in relation to other technics What unique contribution does it make? How does it supplement and reinforce understanding gained through tests, questionnaires, and other technics? For example, theoretically the best procedure of interviewing a high school boy about his failure in algebra should be verbatim recording including the analysis of many recorded or dramatized interviews, obtaining supplementary information about aspects of the total situation, and critically evaluating and following up the interview. From a number of such studies, light should be thrown on the total results that are likely to follow a certain pattern of procedure in a carefully defined situation.

Of crucial importance is research on the preparation of interviewers. Personal counseling should be included in the preparation of counselors This is important to show them how a counselee feels and to help them become more mature persons Given a promising personality, instruction and supervised experience should be effective in helping a person improve the quality of his interviewing.

CHAPTER VI

Projective Technics

In line with the modern emphasis on the dynamic quality of personality, a group of technics has been designed to study personality in action To these technics, Frank (30) gave the name *projective methods* No other counseling technics have been so extensively studied during the last ten years Counselors in schools and colleges should have some understanding of their nature, purpose, and use, they will hear them discussed, and will receive clinical reports on cases in which they have been used Moreover, by becoming familiar with the projective theory and method, the counselor will become more discerning in his observation and interpretation of students' everyday behavior

Projective technics are a method of understanding the inner world of the individual They give the counselor a sense of the dynamic interplay of forces within each person They throw light on his potential capacity. They aim to get at the core rather than the circumferences of his personality structure; they constitute a "total approach" to the study of personality. Rapaport described their aim as follows· "To *elicit*, to *render observable*, to *record*, and to *communicate* the psychological structure of the subject, as inherent to him at any given moment, and without study of historical antecedents" (81 8). Since the projective situation is a new experience for most persons, they have no conventional, stereotyped, culturally influenced way of responding to it

Of all the technical procedures used in the intensive study of freshmen in the Harvard Psychological Clinic,

> the Projection Tests brought to light the most significant data It was the data which most often revealed emotionally logical connection between past events and present behavior, and thereby enabled the experimenter to find a

formulation which would give meaning to otherwise disparate facts In all projection procedures the subject is asked to give shape to ambiguous material (72·728)

Although projective technics are primarily clinical instruments, a tendency to use them in school and college situations is discernible Workers are experimenting with the administration of some of the projective technics in groups, as well as with devices for simplifying the interpretation of responses to them.

Theoretical Basis of Projective Technics

The theoretical basis of projective technics was most clearly stated by Frank in the article in which he coined the term (30). His thinking runs somewhat as follows. Every individual lives in a social and in an individual world The social world requires conformity, the individual's private world is a real and compelling network of highly idiosyncratic meanings and feelings The familiar standardized tests evoke responses common to most people; the projective technics evoke individuality The individual, presented with an unstructured situation which has little cultural patterning, "can project upon that plastic field his way of seeing life, his meanings, significances, patterns, and especially his feelings" (30 403). Thus his individual way of organizing his experiences and feelings is revealed, as by an X ray

Reliability and Validity

The counselor naturally wants to know whether projective technics have the values attributed to them—in other words, whether they are reliable and valid Reliability may refer to similarity of responses when the technic is repeated, similarity of underlying attitudes and personality trends revealed by the same technic at different times, similarity of results when the technic is used by different workers, and agreement among workers in the interpretation of the recorded responses of one individual.

A person's thoughts and feelings are normally too variable to give uniformity of response on repetition of the test Indeed, retest reliability might even be undesirable, if a person is undergoing psychotherapy, changes in his attitudes and behavior are to be expected. However, in so far as the projective technics reveal the individual's basic personality structure, they might be expected to give consistent results Hence, the apparent contradictions in statements about their reliability. For example, Arlow and Kadis (2) reported that finger paintings of one individual

changed very little with the passage of time, whereas Fleming (26), in another series of finger paintings, suggested that changes might show progress in the patient's adjustment.

In these technics, as in others, there is a danger in striving for a "spurious precision" at the expense of a more authentic picture of the complex dynamics of personality Insight, ingenuity, art, and "extra-scientific" methods contribute to the value of the technics in studying personality, though not necessarily to their statistical reliability However, this creative approach to projective technics does contribute to their validity

Comparison of the results of projective methods with those of other technics is also necessary, as pointed out by MacFarlane "When a single projective technique is used without the validating tools of measurement and case history, and without methodological responsibility, it becomes a charlatan's tool" (65 410). If one interprets projective-technic responses in a "blind" manner, i.e., without knowing anything else about the person, the personality picture thus obtained should then be compared with the personality pictures obtained from other data In counseling and in some kinds of research, the responses to projective technics must be interpreted in the light of all other available sources of insight

Three bases for validity were mentioned by Sargent (93.266).

1. Correspondence with case-history data or the results of personality tests, agreement between interpretation of the person's behavior in the projective situation and in clinical and life situations For example, Fleming and Snyder (28) attempted to measure changes in children's adjustment during play therapy by giving Rogers' *Personality Test*, the "*Guess Who*" test, and a sociometric test before and after the play sessions Retest results led these authors to conclude that "measurable changes in adjustment do take place as a result of nondirective group play therapy" (28 116). These criteria, however, may be inaccurate. Another possible source of error is lack of skill on the part of the judges in seeing correspondence between the personality trends shown by the projective technics and those shown by tests, case histories, and clinical studies
2. Internal consistency—whether the responses as a whole hang together and make sense psychologically, whether recurrent patterns of organization are evident in the subject's series of responses.
3 Predictive success—correspondence between behavior predicted on the basis of the understanding of the individual gained through the projective technic and his actual behavior in life situations.

Limitations

From the standpoint of the school or college counselor, the projective technics have the following limitations

1 It takes considerable time to administer them and to interpret their results.
2 In general, they are too subjective, though this is truer of some than of others. In play therapy, for example, the worker may read into the child's behavior what he expects to find, he may project his own organization and interpretation upon the subject's response. One skeptic in a lecture on play technics asked, "Suppose I give a child a doll and the child sticks a pin in it, what does it mean and how am I to find out what it means? Isn't my interpretation personal and subjective? How do I know I am right?"
3 They are dangerous in the hands of an amateur, and should be used only by those qualified to administer and interpret them.
4 A person who wants to become expert in their use must receive long training.

Incidentally, there is still some skepticism as to whether a person with clinical insight might not, in the majority of cases, obtain as much understanding of the individual from interviews and observation as from the projective technics

Major Projective Technics

It is difficult to discuss projective technics in general, because they differ widely in content, intent, and the extent to which they have been validated For this reason, the rest of this chapter will be devoted to descriptions of four important projective technics—the Rorschach method, the *Thematic Apperception Test*, more briefly referred to as the T.A T., the incomplete sentence technic, and play technics. The aim of these descriptions is certainly not to give the reader proficiency in their use; it is rather to acquaint him with each technic, to present evidence of its value, to point out its limitations as well as its possibilities for wider application in schools and colleges, and to suggest an approach to the interpretation of its results in connection with data from many other sources

THE RORSCHACH METHOD

Almost forty years ago a Swiss psychologist by the name of Rorschach began experimenting with the use of inkblots as a means of diagnosing mental disorders These inkblots were made by putting a drop of ink on a piece of paper and folding it in the middle, thus pro-

ducing a symmetrical design He soon discovered that some blots evoked more significant responses than others. For years he experimented with thousands of inkblots and finally selected ten which proved to have the greatest diagnostic value. These are now printed on 7 by 9½ inch cards five in black and white, two with splashes of red, and three in other colors.

Administration and scoring. The Rorschach is usually administered individually After the examiner has gained initial rapport with the client, he produces one of the cards and simply asks the client to tell what he sees in the inkblot—what it means to him, "what this might be" During this first phase of the administration of the Rorschach the examiner does little more than maintain an accepting attitude and record the responses verbatim The second phase, the "inquiry," aims to ascertain more fully not only what the person sees, but also where and how he sees it This requires a thorough understanding of the Rorschach method, as well as skill in asking questions that will clarify the free responses without influencing what the subject sees in the cards. The third phase, "testing the limits," can likewise be undertaken only by a skilled examiner who keeps in mind the significant elements in the scoring and is able to ascertain whether the subject can respond to the color, shading, and other meaningful aspects of the inkblots The need for giving the test under standardized conditions was indicated by Kimble (54), who found a striking increase in responses to color when the test was given in a social atmosphere instead of in the laboratory situation

Attempts have been made to give the Rorschach test to groups The ten cards are then thrown on a screen and the subjects are asked to respond to each card as they do in an individual examination However, the group method limits the spontaneity of the subject's response "Its greatest contribution at the present time would seem to be in screening the 'probably ill' from the 'probably well' . . " (49 134) Even if the group method yielded responses as valid as those obtained by individual administration, the problem of their interpretation would still be unsolved. Not enough Rorschach experts are available to interpret large numbers of Rorschach tests.

To make the Rorschach method less subjective, that is, less dependent upon the worker's clinical insight, various scoring systems have been devised Two widely used methods have been worked out by Klopfer (55) and by Beck (7). Another, described by Hilden (48), shows graphically a succession of diagnostic information from the Rorschach cards Harrower-Erickson (42) devised a multiple-scoring form for use when the group Rorschach is administered to large groups. Rapaport, however,

warned against giving too much attention to objective scoring and thus neglecting the insightful analysis of the responses as a whole. "Such preoccupation," he says, "can easily blunt any appreciation of the psychological processes active in the subject taking the test, and can lead only to mechanical application and interpretation" (81: 9).

Illustration. The responses of three different persons to Card I of the Rorschach series will illustrate how the inkblots evoke individuality. A complete record of their responses to all the cards and the accompanying questions would give a better idea of how this technic contributes to an understanding of the personality. In the lefthand column are the verbatim replies made in the first part of the procedure; in the righthand column are the additional details elicited by the second part, or "inquiry."

The first subject was a business woman twenty years of age and single. Her responses to Card I were as follows:

1. Two fairies on each side with wings and noses.	Long noses, wearing hair in pompom fashion. Wings outstretched—cut off. Probably wearing ornaments in hair.
2. Two prehistoric monsters pulling something in middle.	Pointed heads. They're stupid. They're furry, backs so uneven. Two pairs of legs in the middle. Thin skin. See vertebrae all the way down. Very small head. Useless paws. Tail. Uneven outline.
3. Top of a statue. A fountain bombed.	Reminds me of town in Europe. Not like our country. Bottom jagged and should be something on top. Gives feeling of something bombed away.

Miss B—— tended to look at the card as a whole, using as much of it as possible for well-organized concepts, but this approach was not used exclusively. She is, however, able and inclined to organize material into whole responses. Even though she shifts from whole to detail approach, she is not too compulsive. She followed the natural configurations of the blots. Even though she used many small details, she frequently developed them into large details. This would seem to indicate that she does not want to get lost in details.

Card I illustrates her abstract approach. She makes things logical from clear details.

The second subject was a man thirty-six years of age, married. He uses mathematics in his vocation. He was born in Europe and came to the United States at the age of nine. Socially, he is quite popular.

None of the Rorschach responses suggests that he is responsive to external stimuli. He appears somewhat superficial, not as affectionate

as surface appearance would suggest In Card I the "arms stretched out" suggests the idea of helpless aspiration, of one afraid to grow up

1 A bat flying through space	Wings and general shape
2 An airplane	It's gliding Photographed from above. Maybe because it's black
3 Dots look like shrapnel, pictures of flak	They seem to stand there in photos They don't move
4 A little child standing through center You get the impression of arms stretched out	It's in the center wrapped in cellophane I don't see any head

The third subject was a single woman twenty-two years of age. She was brought up in a small town Family relationships were poor At about the age of seventeen, she came to a large city to work

Her number of responses in the Rorschach falls within the average range In the series as a whole there are indications of poor emotional control and social adjustment, lack of social sensitivity and tact

1 You could call it an airplane	The whole thing—wings, tail, shape
2 Two people—monks—in the middle with their hands up	Figures in the center Hoods over heads suggest monks
3 Two witches with capes flying	Standing on a cliff with wind blowing Plotting something I can't see the cliff Must be on a cliff because the capes are blowing

Interpretation As has already been suggested, interpretation of Rorschach responses is based on clinical judgment of the responses as a whole checked by objective scoring. A person with psychological perspicacity, training in the Rorschach method, and three or more years of experience in interpreting Rorschach responses, can usually write in less than an hour a personality sketch which will correspond closely with a description derived by scoring methods that take many hours. One might say that the shorter the time spent in interpretation, the more experience and training are required

The changes in adults' moods and the variations in their external conditions are usually not sufficient to distort the fundamental personality pattern revealed by the Rorschach test With children and adolescents, however, a single Rorschach may be a reflection of a momentary mood For this reason, it should be interpreted as valid only for the time of testing (7).

Reliability and validity. The common statistical concepts of reliability are not applicable to the Rorschach test The split-halves method violates Rorschach's first principle that the set of cards is a unit presenting a succession of stimuli and introducing color and shading at well-

defined points Any procedure that attempts to study the responses in isolation "is contrary to the basic conception of the Rorschach psychogram" (47 70) Reported reliabilities cover a range from 33 to 94, the majority being around 50 to .60 (58)

One criterion of the validity of Rorschach responses is their success in differentiating persons known to have mental disorders from those accepted as normal Clinical experience indicates that the Rorschach test has value for this purpose In general, psychiatrists' comments are more favorable than those of psychologists (57). Even the group Rorschach was reported to identify mental cases, Harrower-Erickson and Steiner were able to set up a critical score that included 73 to 79 per cent of state hospital patients and only 6 to 16 per cent of apparently normal adults (43 157) As we have already noted, the multiple-choice form of the Rorschach was less satisfactory Challman, in an experiment with 150 employees and 100 patients in a state hospital, reported that, although the critical score identified 69 per cent of the patients correctly, 23 per cent of the employees were falsely included (15) Other investigators (66) concluded that the multiple-choice Rorschach (see page 153) does not discriminate adequately between normal and psychotic persons Even as a screening it was "found unsuitable for military selection" (112 94) and for selecting applicants for jobs (5)

Another criterion of validity is the correspondence between the Rorschach analysis made without reference to other data about the individual, and descriptions of his personality from other sources such as clinical records, systematic observation, and paper-and-pencil tests Swift (102) matched the Rorschach records of fifteen preschool boys and fifteen girls with personality descriptions written by their teachers. Of the thirty cases, one investigator correctly matched fourteen, of which eleven were boys Matching Rorschach records with psychiatric case studies presented less difficulty, as indicated by an agreement of 88 per cent Correlation between the Binet IQ and the IQ as arrived at by the Rorschach method is fairly high; with group tests it is lower. The relationships reported with certain personality inventories are the lowest of all. Counselors should be aware of facts like these in order to make wise use of the Rorschach results submitted to them

Values and uses of the Rorschach Extreme opinions about the value of the Rorschach have been expressed. Beck waxes almost lyrical in describing the Rorschach as a technic

> that rests on concepts of dynamic psychology, and at the same time is an objective instrument susceptible to the controls imposed by a scientific method
>
> The Rorschach Test is an instrument for projecting personality forces and nuances, some subtle, some infinitely deep, some playing right at the surface.

> . . It is a fixed stimulus, the inkblots are always the same, it is a fixed procedure, the administration is always the same, or should be It therefore provides a constant and standard form to which to refer what each individual sees in these blots, i e , the projections of different individuals One may therefore judge the response pattern obtained from any one individual by patterns established for different personality groups, much as a hospital laboratory compares the color of an individual's blood with a standard chart for color of blood in various conditions (8 520–21)

Sargent (93) wisely rejected both the rash enthusiasm of converts and the blind opposition of skeptics

The Rorschach is most useful as one of a battery of technics for the evaluation of an individual's personality and "adjustment level " Rapaport stated that it is the most efficient single diagnostic tool for the clinical psychologist (82) It tells something about a person's spontaneity, imagination, originality, about whether he tends to be outgoing or self-centered; about his potential intelligence, about whether he has neurotic tendencies or a well-balanced personality His responses to the Rorschach inkblots also give clues as to whether he approaches an unfamiliar situation or task in an orderly, a compulsive, or a confused way Other uses of this technic are·

1 To distinguish between "normal" persons and persons in need of psychiatric treatment The Rorschach makes possible early detection of persons who need psychiatric help For example, potential psychopaths can be identified and treated before they have committed antisocial acts (33). Beck (8) claims that valid patterns of Rorschach responses have been established for the healthy adult of superior intelligence, the feebleminded, the schizophrenic, and the person with brain injury Buhler and Lever (14) used a test of ninety-seven Rorschach diagnostic signs to distinguish alcoholics from nonalcoholics and other clinical groups Werner (111) compared the Rorschach responses of brain-injured mental defectives with those of non-brain-injured defectives and found the method useful in differential diagnosis However, Krugman cautioned against making final judgments and decisions on the basis of the Rorschach alone He sees its proper place as "a basis for leads and as an adjunct to other methods of obtaining information" (59 84)
2 To differentiate between temporary environmental difficulties and more permanent mental disorders (59).
3. To show personality tendencies significant for vocational success; to distinguish between employables and nonemployables, between good workers and mediocre or inferior workers Certain aspects of personality definitely expressed in the responses to the Rorschach cards—namely, drive, attitude, performance, persistence, authority,

responsibility, and initiative—are important for vocational success The Rorschach is used in two ways in vocational guidance to get a total dynamic impression of an individual's personality, and to obtain signs or clues that are predictive of success or failure in a specific occupation. The first use is the sounder one, it is in line with the underlying theory of the Rorschach Projective technics, in general, may prove to be helpful in placing persons in jobs that require certain dynamic qualities of personality and freedom from serious neurotic tendencies

4. To predict and plan for academic success and adjustment in college. From a study of 348 freshman college students tested by the group Rorschach, Munroe (68) found a correlation of .49 between the Rorschach and predicted academic standing. The correlation between the *American Council on Education Psychological Examination* and predicted academic standing was lower, namely, 39. There was also a higher correspondence between the Rorschach indications of adjustment and observable evidences of adjustment. In another study of college students (101), the "non-achievers" as a group gave indications in their Rorschach responses of being less well adjusted than the group who were making satisfactory records Certain individuals in the successful group, however, showed Rorschach signs of severe maladjustment.
5. To show a person's unrealized potentialities, as, for example, his potential intelligence
6. To guide treatment. Sometimes when the counselor feels he is at an impasse, the Rorschach gives him the additional diagnostic clues that he needs
7. To indicate whether an individual is making progress The success of therapy is sometimes indicated by a second Rorschach administered after the treatment has been carried on for a period of time.

The case of a young man preparing for a profession illustrates the use of the Rorschach as part of the total diagnosis and treatment In the first interview he gave the impression of being physically frail, having difficulty in expressing himself and speaking in public, and finding it hard to concentrate He described periods of depression and mentioned his fear of undertaking any new venture, social or vocational. He had tried to build up his self-esteem by intellectual achievement and creative work, by seeking meaning for his own life in the study of philosophy, and by demonstrating to himself that he could speak in public The counselor reflected the more positive insights of the student "Meeting my problem means finding my problem." "I'd like to be happy from

within." "I'd like to find some motive or drive within myself." The Rorschach picture corresponded closely to the impressions which the interviews had given: this was an intelligent, imaginative person who had difficulty in relating himself to others, although he had a strong interest in people and a need for contact with them. The Rorschach results suggested scattered ambition rather than lack of drive, and a diffused anxiety shown by a concern with details. He appeared to be struggling to establish a heterosexual adjustment despite repressive parental authority. This information helped the counselor to understand him better and to make favorable changes in his environment.

In interpreting the Rorschach test to a client, the counselor needs to know what the Rorschach meant to him—what his reaction to it was, whether it was a threat to him, whether he was worried by the possibility that the Rorschach might reveal hidden tendencies. If he is anxious about the outcome, the counselor should first mention the Rorschach findings which the client has already recognized in himself. In the sort of case just cited, he should accentuate the positive qualities revealed by the Rorschach; it is so important not to let the client's self-esteem sink too low. If the client takes the Rorschach test seriously, the many favorable features in the report may help to build up his concept of a more acceptable self.

Limitations of the Rorschach. In addition to the problems of interpretation already mentioned, the two main limitations of the technic at present are the lack of persons adequately trained to administer and interpret it and the large amount of time required for its scoring and interpretation. At the present time the method is also more appropriate for adults than for children and adolescents, its validity for preschool and elementary school children and for adolescents has not yet been adequately established (29).

THE THEMATIC APPERCEPTION TEST

The *Thematic Apperception Test* (T.A.T.) consists of a series of twenty pictures, the person is asked to tell the story that each one suggests to him. There are two series of ten pictures each. Four editions have been prepared since the first set of pictures was published in 1935. The most recent edition was printed by the Harvard University Press. It is available in separate batteries for each sex as well as in a single battery for both sexes. The theoretical basis of the T.A.T. has been well stated by Murray, its originator:

a method of revealing to the trained interpreter some of the dominant drives, emotions, sentiments, complexes and conflicts of a personality. Special value

resides in its power to expose the underlying inhibited tendencies which the subject, or patient, is not willing to admit, or cannot admit because he is unconscious of them (75 1)

The person usually identifies himself with some character in the picture and, without realizing it, says things about the character that apply to himself. The pictures stimulate him to talk freely and to make interpretations in accord with his own past experiences and present needs and attitudes (38) To some extent he reads into the pictures his own experiences (6) According to Rapaport, "every mental illness can be studied through its manifestations in the thought processes of the subject, as expressed in psychological test performance" (81 439). The assumption underlying the use of the T A.T in counseling is that the responses made in the test situation also reveal the person's attitudes and ways of thinking in life situations

The pictures encourage free association, and have been selected with the following criteria in mind

1 No detail in the background that would limit the picture to a certain time or place
2 Vagueness in theme, the action and expression of the people are somewhat ambiguous
3. Incompleteness of content, the picture does not tell the whole story
4 Characters with whom the person taking the test may readily identify himself.
5 Home and social situations in which the dynamic action is close to the subject's own personal experience.

The pictures vary somewhat in the degree to which they fulfill these requirements Some are fairly clear in their meaning Others are vague and capable of various interpretations

Administration and scoring The T A T can be administered successfully to persons over four years of age whose intelligence quotient is not lower than 80 (25:364). The counselor hands the subject one of the pictures and asks him to tell what the picture means to him—what he thinks led up to the situation, what is happening, and what the outcomes will be (81, 88, 108) The person is encouraged to give full play to his imagination All responses are recorded verbatim, the time is set down, and pauses are noted This method may be modified in various ways the examiner may use only certain pictures, he may question the person as to the source of his ideas, and, as the last step in the procedure, he may test his tentative impressions, as in the Rorschach, by direct questioning (61) Adaptations of the T.A T have been made for various age groups and for group testing (6).

The examiner should remember that his perception of the test may

not be identical with the subject's perception of it "When a different frame of reference is utilized the form of response to the pictures may be altered" (37 92)

A full hour is required for administering each series of pictures The test is usually given in two sessions, one or more days apart Adults make their stories, on the average, about three hundred words in length; ten-year-old children, about one hundred and fifty words

The scoring is less complicated and time consuming than that of the Rorschach This makes the T.A.T especially "useful in the diagnosis when time is limited" (31 600) Wyatt (113) has given a useful overview of the scoring systems that have been employed with the T A T and has suggested an analysis form to use in its interpretation

Interpretation. One may begin the analysis of a story by determining the character with whom the person seems to identify This is usually, but not always, a central character of the same sex who demonstrates socially acceptable behavior It is also likely to be a character whose history seems to be similar to that of the subject (88)

As the examiner reads a series of stories, he notes their prevailing "tone," the consistency within the series, and the major themes or "themas " Although the recurrence of themas is important, their frequency should not be overstressed, a thema that occurs only once may be highly significant in the whole set of stories (45 36)

More important are recognition and insightful interpretation of the dynamic elements of the stories—strivings and attitudes, obstacles recognized, and ideas expressed about people and things. These are all to be viewed as forming a pattern of meaningful relationships This kind of dynamic analysis yields understanding of the individual's inner adjustment—anxiety, defense mechanisms, maturity—his emotional reactivity—spontaneity, drive toward the outer world—his sexual adjustment and family dynamics

The examiner also notes any unusual responses that go far afield from the content of the picture He notices whether the plot, the choice of words, and any misinterpretations of the pictures are stereotyped, original, or strangely different from those of the other persons who have taken the test (88) He should be aware, for example, that "normal children produced intensively aggressive fantasies" (4 50)

The subject's creativity and imagination may be indicated by the quality of his stories, his mental functioning by

(a) inclusive whole concepts of good quality, (b) well-organized and balanced stories, (c) internal logic and consistency in stories, (d) number of elaborations upon concepts consistent with central theme, (e) elaborations on central theme that clarify, (f) organizational level that goes beyond enumeration and descrip-

tion, (g) number of original concepts, (h) range and variation of content, (i) language, vocabulary, etc and (j) story content that suggests a broader background of experience than is verbalized (45·40)

It is perhaps worth remarking that by paying attention to these characteristics in their students' informal and personal essays, teachers might obtain a more accurate understanding than they usually do of pupils' mental capacities.

The more formal characteristics of the stories are also worth studying—their compliance with instructions (81 423), their coherence and adequacy or completeness, the way they end, the vividness and detail with which actions and characters are described.

Elements or ideas which the person rejects or omits in inventing stories about a picture may have as much significance as those that he expresses. The intensity of his response is also an important factor to consider. Instances of blocking or hesitation in responding are recorded and should be considered in the interpretation.

Gough (37) called attention to the importance of knowing the person's cultural background, frame of reference, and mind-set toward the test If, for example, he is aware of the purpose of the test, he may deliberately give the kind of responses he feels are expected of him. The examiner should also recognize, if possible, the influence of recent experiences, especially of stories the subject has read or movies he has seen

All of these apsects of the stories give cumulative clues as to the person's strivings, needs, motives, attitudes, and conflicts. His true personality structure, however, emerges only from the worker's creative integration of these significant insights He must relate their intellectual and emotional elements with observations of the person's behavior It is evident why some psychologists question "the feasibility and desirability of reducing the kind of data obtained from the Rorschach or the Thematic Apperception Test to numerical scores" (92 244)

Bettelheim (10) experimented with self-interpretation by having thirty-two college students in a course in dynamic psychology take the T.A.T. and interpret their own records—an experience which seemed to have beneficial educational and therapeutic effects

Reliability and validity There are similar problems in ascertaining the reliability and validity of each of the projective technics In general, the usual statistical methods of demonstrating reliability do not apply With the T A.T., the counselor is interested in reliability, not in the sense of ability to produce the same story at two different times, but rather in the consistency of the attitudes, drives, and conflicts implied by the stories (39:57).

The retest method is not applicable because individual variation is to

be expected at each repetition (20 240) Tompkins found that it required twenty repetitions of the T A T. over as many days "to bring out all the significant themas for one person" (93:275). This would indicate that high reliability can hardly be expected from one repetition. According to Murray·

> Seeing that the T A T responses reflect the fleeting mood as well as the present life situation of the subject, we should not expect the repeat reliability of the test to be high, even though the bulk of the content objectifies tendencies and traits that are relatively constant Data on this point are lacking (72 18)

The split-halves or comparable-form measures of reliability are likewise inapplicable to the T A.T. because of variations in the style, content, and length of any one set of stories

The best method of determining T A.T. reliability is to study the correspondence between independent analyses and interpretations of the same responses by two or more psychologists (20 242, 40 99, 81.499). Mayman and Kutner (67), in a study of ninety-one stories, found fairly high agreement among the judges 89 per cent agreement on the character with whom the subject had identified, and 81 per cent agreement on the type of situation that was causing strain or pressure. The correlations among the judges' ratings on the subject's empathy and his emotional involvement with the characters in the story were 91 and 83 respectively Combs (20) obtained lower percentages of agreement (50 to 60) among different judges in their analyses of the T.A T responses of forty-six college students They agreed more closely, however, on the "reasonableness" of the interpreters' analyses In general, judges agree better on total impressions obtained from the T A T than on details of interpretation. In these studies of the reliability of interpretation, agreement among judges may merely measure "communality of thinking among the judges, resulting in spurious correspondence of ratings, quite independent of the particular materials to which the judgments are applied" (93 276)

The T.A.T , like the Rorschach, has been validated against three main types of criteria

1. Correspondence with other criteria such as the report of a psychotherapist on the basis of extensive contact with the client, traits described in the social case history, total impressions obtained from case histories, clinical observations, responses in psychoanalysis, analyses of dreams, and other methods and tests. None of these criteria is entirely satisfactory because each instrument measures somewhat different aspects of personality However, comparisons that have been made between the T A.T and case studies support the conclusion that the T A.T is "clinically useful" (38, 87) Ratings on

given traits likewise showed a substantial agreement with T.A.T. responses (74) Combs (18, 19) found little correspondence between the situations described in T.A.T. stories and those found in autobiographies, in only 2 8 per cent of the cases were the story plots of the T.A.T practically identical with the life situations described in the autobiographies. However, his study indicated a much greater similarity in the attitudes and desires expressed in the two media Much more experimental work is needed on the relation between estimates of intelligence based on the T.A.T. and the results of standardized intelligence tests (31). Impressions obtained from all the available data can be compared with T.A.T. records For example, the analysis of Indian children on a modified form of the T.A.T. compared closely with other known data about the children (45)

2. Internal consistency
3. Predictive success interpretations suggested to the counselor may be tested during subsequent interviews to see whether they have led to fruitful lines of treatment Verification of the diagnosis made on the basis of the T.A.T. by subsequent study and therapy is perhaps the best method of determining its validity.

Henry (45) used two methods of determining the validity of the T.A.T. —the matching method and the "agreement analysis" method. In the matching method the judges were given the life history and the analyses of the T.A.T., the Rorschach, and a battery of tests, and were asked to read them all and "to attempt to identify the individual described in the T.A.T. analysis" (45 55) The first judge matched eighteen, the second twenty-four, and the third fifteen of the possible twenty-four pairs Only three could be expected to be matched by chance In the agreement analysis, 451 ratings were made There was 83 1 per cent agreement between one T.A.T. and at least one other source of data. Henry concluded that the majority of the ratings made from analyses of T.A.T. records were valid in the sense of corresponding with the results of other measures.

Values and uses of the T.A.T. The T.A.T. has been used for various purposes (31):

1. As a preface to a series of interviews or a short psychoanalysis
2. As a supplement to the Rorschach, the case study, and other means of diagnosis, it has been used as a screening device to indicate persons in need of psychotherapy
3. As an aid to the interviewer in getting the client to talk freely
4. As a means of understanding the conflicts that have led to a breakdown (25.363)

5. As a means of understanding psychodynamics, i.e., the motives, needs, conflicts, and unconscious drives that lend meaning and coherence to observed behavior. Elliott, who used the T.A.T. with soldiers, described it as "an X-Ray of personality which allows the clinician to peer into the emotional life of the patient" (25:363).
6. As a psychotherapeutic agent in the direct use of the stories in helping the person to gain insight into his problems (25:375).
7. In studying differences between groups, as, for example, between delinquent and nondelinquent boys (110).

The use of the T.A.T. is not limited to any one culture; it has been used successfully with thirty Indian children to provide data on "the intellectual and emotional aspects of personality and upon the emotional significance of life experiences" in that culture (45:124). It can also provide valuable data for studying personality structure and development in other societies.

Murray is commendably cautious in his claims for the T.A.T. He says: "*The conclusions that are reached by an analysis of T.A.T. stories must be regarded as good 'leads' or working hypotheses to be verified by other methods, rather than as proved facts*" (72:14).

Limitations. The counselor should be aware that the T.A.T. has a number of limitations, among which are the following.

Individuals' perceptions of the test situation vary (37); their responses are not uniform to the stimulus of the pictures. In some persons the pictures evoke unconscious motivations and desires, as the test intends; in others, they evoke only stereotyped, conventional responses. Individuals may also vary in their understanding and interpretation of the nature and purpose of the test. Its value depends on whether the person understands and responds to the test instructions.

The factor of selective memory and its relation to the person's recent experiences should also be recognized. Some persons are more influenced than others by books, motion pictures, and other recent experiences.

The unlimited time allowed on the test gives the subject a chance to check on the internal logical consistency of his responses. For this reason, Rapaport believes, the T.A.T. allows "more conventional and hiding-screen responses to be introduced than on the Rorschach or Word Association Test" (81:5).

The T.A.T. explores a somewhat restricted area. The person may not touch on important aspects of his personality.

The T.A.T. is not yet adequately standardized. Thus far, there are no comprehensive data showing the relative frequency of responses to each T.A.T. picture, such as have been obtained for the Rorschach

As with all projective technics, inadequate background and experience on the part of the examiner constitute a serious limitation.

The counselor should also take into account the possible influence of certain conditions upon the responses. Among these are the subject's rapport with the examiner, his readiness to reveal an inner world of feeling, his immediate surroundings and mood, his memories of past experiences, and his education, intelligence, and cultural background. The examiner's skill is shown in his control of such extraneous factors and in his recognition of cultural stereotypes. Symonds made the point that a person's behavior in life situations cannot be predicted with any degree of certainty from picture-story material, because if he expresses a conflict in his overt behavior he does not need to talk about it. If, on the other hand, he represses the conflict in his daily life, he may have a need to express it in fantasy (103). Bach reported that "over 75% of the thematic responses were reproductive of realistic conditions in the child's everyday environment" (4: 50). Girls' responses were more stereotyped and less free than those of boys; boys were found to be more aggressive.

The counselor may project his own personality and theories into the interpretation of the results. This danger may be partly overcome if the subject is asked to make a self-evaluation of his responses to the pictures (10). If the T.A.T. and other projective technics do reveal the person's private world unbeknown to him, it is imperative that the results of these methods be available only to ethical persons who are professionally qualified to interpret and use the results (18: 74–75).

Relation of the T.A.T. to the Rorschach. These two projective technics complement each other (16, 39, 109). While the Rorschach gives insight into the *structure* of personality, indicating, for example, the presence of much anxiety, the T.A.T. emphasizes *content*, e.g., what the person is anxious about. Their joint use is peculiarly effective and has unique value.

Since the two methods have some values in common, one can serve as a check on the other at points where substantial overlapping occurs. This overlapping is most likely to apply to estimates of imagination, originality, emotionality, and certain qualitative intellectual attributes (39: 59).

INCOMPLETE SENTENCE TECHNIC

The incomplete sentence technic is a hybrid of the paper-and-pencil personality inventories, free association tests, and projective technics. It is a promising method of studying personality (84, 89, 100). Symonds (104) stated that the sentence completion test seems to reveal anxieties and hostilities, and to be less contaminated with rationalizations than

are inquiries into some other aspects of the person's total personality. The sentence completion test is not yet a safe basis for prediction of an individual's behavior and personality. However, when used in connection with other cumulative-record data, as Dr. Gertrude Hildreth used it in the Lincoln School ten or more years ago, it throws light on important personality trends

The method is simple. The subject is presented with a number of incomplete sentences which he finishes in any way that he wishes. The responses of a high school boy and girl to a few of these incomplete sentences will illustrate the technic. The italicized words are the part of the sentence presented as a stimulus

Adolescents are people who think they know everything.
Adolescents are pretty unhappy at times.
Money is not the best thing in life
Money does not bother me too much.
My best friend is my dog
My best friend is a boy

The tendency to make neutral, superficial, or conventional responses is one of the limitations of this technic, as is evident in many of the responses. This obviously reduces its value as a deeply diagnostic instrument

The sentence completion test may be interpreted by projective methods. As the counselor reads an individual's responses, he notes which indicate conflicts or unhealthy situations, which show positive or healthy attitudes, and which are neutral (89) For example, one boy's sentence completion test suggest his home relationships either actual or perhaps wished for.

My mother is a swell person.
Men are usually fond of women.
My father and I are great pals
A baby is very welcome.
My home is full of cheerfulness

This boy also revealed his fear of another war and his insecurity about the future

The worst things in life can happen to anyone.
The world is full of evil people
My nerves are jittery.
I fear another war.
I regret that there might be another war.

As with other projective technics, the counselor tries to see the total pattern of attitudes and feelings revealed in the series of responses and to use it as part of the total study of the individual

PLAY TECHNICS

Recognition of the inappropriateness of the psychoanalytic method for certain individuals—young children, people who are extremely withdrawn, inhibited, or repressed, and others who do not respond to psychoanalytic methods—has led to the introduction into psychoanalysis of the play technics. A symposium on "Play Therapy" (36) summarized in 1938 the best thinking of some of the leaders in this field A more recent survey of therapeutic play technics in Great Britain and the United States, made in 1945 by Traill (105), gives valuable information about this method. The nondirective approach, which is often used in play situations, has been described by Axline (3) and by Landisberg and Snyder (60).

Play technics are most effectively employed as part of a total treatment process Gitelson and collaborators (35) reported that 75 per cent of the cases studied who received collateral treatment, i e , placement in a foster home or institution, treatment of the mother by a psychiatrist or social worker, treatment of brothers or sisters, etc., were considered successful as contrasted with only 45 per cent who received play therapy alone Establishing good health and modifying detrimental environmental factors also contribute to the successful use of play technics. In work with children, play technics bring the best results when the parents are treated at the same time as the child, and the child is observed in the nursery school and the home as well as in the play-therapy room

Theory underlying play technics As in other kinds of psychotherapy, a satisfying relationship with an adult who maintains an attitude of sympathetic understanding and positive expectancy is basic. Lack of such a warm and accepting relationship is a major cause of behavior difficulties in many children. Therapy is the process of growth in this relationship During treatment, the child learns to relate himself to another person who both understands him and sets time limits and a few necessary restrictions upon his expressions of feeling

In this relationship the client gets his feelings out into the open By acting out emotionally his feelings about a situation he releases tensions, relieves anxieties, and gains perspective As the play sessions continue, the child's play becomes freer, more mature, and more constructive (1)

At the same time, the therapist, in this atmosphere of acceptance and affection, helps the client to clarify his feelings and his concept of himself This he does by recognizing and reflecting the client's feelings, by giving him opportunity to make decisions and choices, and by occasionally interpreting his behavior and feelings. The present trend is to use interpretation sparingly In these ways the therapist helps the child to

grow in his ability to establish a satisfying relationship in the play situation, to accept certain limitations, and through the play materials to work out more satisfying relationships in the home or school situation to which he has failed to adjust In time, his social relationships with others improve so much that he no longer needs his unique relationship with the therapist He then feels ready to end the play sessions.

Materials used in play sessions. A great variety of materials have been used

Water, a sandbox, a life-sized nursing bottle, families of dolls, and doll furniture are the materials that seem generally to elicit the most significant responses Bolgar and Fisher (12) used small toys—buildings, animals, people, fences, and other objects—in an experiment with one hundred adults. When invited to do as they pleased with these materials, the majority of them represented everyday life as they saw it. Thus they revealed their ideas and feelings about their world The personality pictures derived from their responses in this play situation agreed closely with the personality patterns obtained from complete biographies

> Most of the literature on the uses of doll play as a projective technique during the past ten years consists of case records of its use with individual children Its usefulness has been demonstrated most frequently in revealing the area in which the child's main problems lie, in developing a satisfactory working relationship between therapist and child, and in providing for the release of aggression and the abreaction of anxiety No single criterion of "good" play has been evolved The literature reveals tremendous differences in the way in which the technique is applied (78.145)

Plastic materials such as clay, plasticine, mud, and cold cream provide outlets for motor activity, aggressive destructive tendencies, expression of fantasy life (9) They help the individual to interpret his feelings. Some materials help him to develop useful skills When told he can make anything he wishes, he feels free to express his individuality

Finger painting combines the values of the plastic materials with those of creative art The process is simple—spreading a colored plaster-like substance over a large wet sheet of paper and then working pattern and design into it with the fingers, hands, or arms Shaw (95) has described the procedure in detail. Its simplicity is an advantage It can be used with persons of any age So little skill is required that very young children, physically handicapped persons, and seriously disturbed patients can do it Another advantage is the ease with which an unsatisfactory picture can be wiped out and a new one started A clinician may gain enough insight through the use of finger paints to identify and describe disturbed personalities (76) This is possible because, as Allen said,

"children can put into a painting the feeling that cannot be given verbal expression" (1 133)

Similarly, individuals invited to draw what they please with crayons, ordinary paints, and paper and pencil may express their unconscious emotional conflicts and fantasies The spontaneous drawings and paintings of college students, when analyzed and validated, contribute to an understanding of their personality patterns (107) The Goodenough test, which calls for the drawing of a man, is a specialized intelligence test that may also throw light on mental disorders. Intelligence is estimated by the individual's ability to draw a complete figure, encephalitis and schizophrenia may occasionally be detected by figures curiously distorted

Other creative arts have been effectively used in psychotherapy. Puppet shows present family situations and relations which reveal the individual's attitudes and feelings toward various members of his family, he is encouraged to identify himself with a character in the play By participating in the puppet show, telling the operator what to make the characters do, the members of the audience release pent-up feelings. After the show, there is opportunity for group discussion and interviews with individuals who need help The usefulness of puppets has been demonstrated with adolescents for whom suitable play media for diagnosis and therapy are more difficult to find than for small children.

Games such as cards or chess (27) have been used to gain rapport with intelligent, withdrawn adolescents

Books, too, have been used in psychotherapy with children. Bradley and Bosquet (13) listed a number of books which they consider useful in overcoming resistance, developing interests, and providing an informal kind of schooling.

Another verbal medium for diagnosis and therapy is the story, used as "a form of directed phantasy" Despert and Potter (23) used three types (a) popular stories familiar to the children (who were all psychiatric patients), (b) stories made up spontaneously by the patients—invented freely or based on a theme suggested by the physician, and (c) stories made up by the physician and told to the children by the teacher, which the children later reproduced in writing for the teacher and orally for the physician. These stories had the same values attributed to other more common forms of play technics

"Music hath charms . . ." and therapeutic value. Rhythm bands offer young children a release for excessive motor energy; they are especially valuable with hyperkinetic (excessively active) children Singing or playing in a group gives persons of any age a sense of "belongingness" and acceptance. That this may have a profound influence

on an individual is shown by the case of a miner who was exceedingly depressed and withdrawn. The principal of the school learned that he was a skillful violin player and asked his help in teaching pupils and leading an orchestra Although diffident at first, he soon became enthusiastic, and not only made a valuable contribution to the community but also took a new lease on life himself

With children referred to the Pittsburgh Child Guidance Center, a variety of media were used—wood, clay, drama, puppets (56). Competitive games were avoided with children who had already had too much conflict in their lives As soon as possible, children were transferred from the therapeutic groups to group activities in the community such as the Scouts and extra-class school activities

Procedures used. The procedures vary somewhat with different kinds of play materials and with the needs of the individual However, there are certain common principles The permissive atmosphere in the playroom encourages free and spontaneous play In this atmosphere the child may externalize his conflicts and work them out Play is the language in which he expresses how he feels about himself and his relationships with the worker and other persons in his environment. The play-session is child centered The worker believes that the individual has "within himself the potentiality for achieving a new inner balance as he is helped to find value in a living relationship" (1 121)

Play therapy is not a technic of turning the child loose in a room full of toys attended by a sympathetic adult The therapist must be sensitive to what is going on He usually permits the child himself to determine how much participation there shall be, but remains in control as to how far it shall go The child learns to recognize and accept certain limits to his free activity the play period has a definite time limit, overt aggression toward the therapist is prohibited, as is the destruction of irreplaceable equipment in the room Accepting these limits helps the child to face reality and to meet the inevitable frustrations of real life.

There is a wide range of opinions as to the value of expressing fears, anxieties, and aggressive tendencies in play Some workers (26, 76, 85) feel that their patients merely become less tense after a play or finger-painting session, they do not believe that neuroses will disappear as a result of this type of catharsis, unless the basic conflicts are removed Other writers (85) have found that the relaxation produced by the release type of play therapy makes the patient more accessible to treatment. Still others claim that an individual may discharge through play therapy enough of his anxiety and fears to relieve his symptoms (95)

Release of aggression—"release through violence," as a popular magazine article called it—is generally considered one of the values of play

therapy. Recently, however, more and more doubt has been expressed concerning the therapeutic value of unrestrained aggressive behavior in the play situation There is a possible danger of stimulating hostility rather than merely releasing stored-up aggressive feelings. Moreover, if the child does not comprehend the nature of the therapeutic situation, his confusion and sense of guilt may be increased and his playroom behavior may be carried over to life situations in which it is not appropriate, thus intensifying rejection responses on the part of parents and teachers Then, too, the error has sometimes been made of applying methods appropriate only for emotionally sick children to normal children, who need an educational rather than a therapeutic approach

Workers agree on the value of observation during the process—how the person approaches the situation, how he behaves all during the session, what he says, how he interprets his own behavior. For example, the person's behavior in painting is often characteristic of his general attitude, as in the case of Harry

> He could not get enough of anything nor could he get it quickly enough He used too much water and too much paint, he mixed the colors indiscriminately [and obtained] a brown or gray effect He spread the paint well beyond the limits of the paper on to the linoleum used to protect the table His movements were rapid, restless, and definitive Despite this turmoil, the content of his drawing was always something very simple—something this frustrated little boy desired a football, a pipe, etc. (2 136)

As in the interview, the worker in the play situation responds to the child's feelings as indicated by his actions For example, when one child said, "I can do other things, too," the worker said, "Yes, there are lots of things you can do." He responded both to the child's actions and to his words.

The worker should provide a certain progression in the play situation

1. Establish an affectional, accepting relationship
2. Make the demands of the play situation so easy that the child can handle them and so increase his self-confidence.
3. Decrease the special modifications of the environment as the child becomes able to meet life situations.
4. Help the child to transfer the insights and skills which he acquires to the task of meeting the demands of real life.

Laws of learning apply to emotional as well as to intellectual responses If the total effect of the play situation is dissatisfaction, the child will tend to withdraw from it.

Many articles have been written to describe variations in the general

method of play therapy Solomon (99) described in detail a directive type of play therapy in which the worker presents situations to which the child is expected to respond For example, the therapist first selects a doll similar to the patient and says, "Here is a little boy about ten years old—let's see now—who else is in his family?" (99·481) The procedure consists of creating the situations and carefully studying the child's reactions to them.

Illustration The following excerpt from a play interview with an irritable youngster illustrates the kind of content often obtained in these play sessions

"Carl was interested in the finger paints and eager to begin He chose yellow and when the paper was covered he started running his fingers around making 'tracks ' Then he said, 'This is a motor car The policeman's car can't turn corners as fast as this. This is the fastest car in the world ' He began humming and making vigorous swinging motions with his hands He started smearing the paint with the flat of his hand and singing out loud He kept singing and swinging faster and faster. Then he stopped and said, 'Is this the way they have made those good pictures out there? This is ugly I want to make a good picture ' He then said, 'I want to show Mummy.' His mother wasn't ready to come, so he hung the picture up carefully and took paper to make another He covered it with red, made bars down it, and said, 'This is a cage.' He then made criss-crosses, and said, 'This is a tit-tat-too I don't like this.' He rubbed it out and made bars again, singing happily

"Carl seemed to get release through the painting. This was the first time he had sung during the eight sessions He showed his longing for power by saying his car could go faster than the policeman's car. The cage and the criss-cross conflicting lines possibly suggested his own state of being hedged in and confronted with conflicting impulses."

At one play session the worker started making clay figures and gave some clay to Carl.

"Carl immediately started making a clay figure and said, 'This is going to be Peter [his younger brother]. What big eyes he's got sticking out.' Carl picked up a nail file from the table and said, 'Look, it goes through him,' as he jabbed it through the figure He then walked the figure along the table saying, 'There's Peter walking down the street with no hands ' (Earlier in the interview he had said, 'Peter bothers me He's not nice to my dog He bangs my toys around. Sometimes he breaks mine, then I break his ') He went on making clay figures, saying as he made them, 'Here's Peter Where's my mother? She's stuck down' (pushing clay figure against the table). 'She can't get up' (pounding

figure harder and harder). 'She's so far down There, she's a pancake' (laughing and breaking off bits of the clay) 'Daddy took mother and ate her up. Bite, bite' (picking clay to pieces).

"Carl then picked up the figure of Peter and walked it to the edge of the table. 'Here goes Peter over the edge of the world ' He pushed the figure off. 'Where's Peter? He's down in the ditch. He has to stay there He's not going to be made any more ' He then picked up the other bit of clay saying, 'That's Mummy. She's not going to be made any more.'

"Carl then wanted to make his father, saying, 'He is a soldier I want to make him on a horse carrying a flag ' This he did and rode them over to the edge of the 'world.' He then said, 'Whoa! Don't go over the edge.' He took the figure off the horse and pitched the horse over the edge saying, 'The horse doesn't mind so he got dead, but Daddy is all right.'

"The indications of relationships obtained in the play situation in this case corresponded in a more restrained form to his behavior as described by the mother. She thinks part of Carl's irritability has arisen because he recognized that his younger brother Peter is brighter than he is There are often words Peter knows that Carl does not know She says that Peter is really humorous and makes everyone laugh, and Carl asks, 'Why do they laugh at him and not at me?' She complained that all their toys are broken or lost The worker explained that Carl may be expressing some of his resentment by breaking things, and added, 'Even grown-ups feel like smashing things sometimes ' The mother replied with feeling, 'I should say they do, I often do ' She went on to say, 'I'm afraid I'm not good for the children. I know they love me but I can't manage them. My maid says they are always good when I go out but as soon as I return they start fighting and crying.'

"The play interview showed Carl's intensity of feeling against his younger brother and mother and an affection for the father that was not expressed in the restricted environment of real life."

Arlow and Kadis (2) presented and discussed four cases that showed the values of finger painting and the conditions under which it can be used most effectively. To obtain the maximum of diagnostic value from the records, the teacher or counselor should observe the way in which the person approaches the task—his posture, the metamorphosis of forms as he works, his neatness, his rate and rhythm of work, the colors and the types of lines he uses, the amount of space he uses for his designs, his satisfaction or dissatisfaction at the end. The subject should be encouraged to talk while he paints, or to tell about his painting afterward Chaotic finger painting is related to disturbance in the individual's personality.

Interpretation. Experts differ as to the amount and kind of interpretation that should be given in the play situation. Some believe in giving only psychoanalytical interpretation, others, like Anna Freud, make interpretations which also apply to the child's own daily experiences and conflicts, still others avoid making any interpretations that go beyond those that the child himself is ready to make. Those who advise caution in interpretation believe that premature interpretation may increase the child's anxiety and make him want to withdraw from the play situation.

Interpretation depends upon observation. The effective observer watches intently. He assumes that everything is important, he is not influenced by his own preconceptions or "pet" theories Unless the client is shy about having notes taken, the observer should make a complete running record. Immediately after the play session he should jot down any interpretations that have occurred to him. In general, he will note the child's general interest in the toys he selects, what he does with them, what he says while playing, and what his relation to the examiner seems to be.

Interpretation also depends on a knowledge of the kind of responses that are usually made by normal children of a given age A child three, four, or five years old who gets angry at the baby or expresses fantasies about hurting or "killing" a parent should not be characterized as neurotic. Even when the behavior is extreme, compulsive, and inflexible, the worker should first try to understand what it means to the individual.

Many articles deal with different aspects of interpretation as it is used in these various technics Liss (63) presented cases to illustrate how the child discloses unconscious feeling in dramatization through puppets, drawings and rhythms, and the use of literary forms. The "spatial configurations" revealed in play situations were concretely illustrated by Homburger (50) by means of the play constructions of college students Despert (22) compared the use of drawings, both spontaneous and supervised, with other methods for the study and treatment of emotional problems in children, he found evidences of regression to earlier developmental levels in the drawings of psychotic children but not in those of neurotic children or behavior problems. One method of eliciting and analyzing drawings from psychotic patients was described by Schube, Purcell, and Cowell (94). A detailed description of the use of drawing as a technic for helping a neurotic child was given by Edelston (24), the article includes a case history of the child, a detailed account of the progress of the case, and samples of the drawings with their interpretation.

Reliability and validity. The reliability of certain play technics can be demonstrated quite easily For example, Lowenfeld (64) reported a "remarkable consistency" in the type of "world" the same individual constructs in successive play sessions Only fundamental changes in personality structure, she found, produced any essential change in the world pictures constructed by the children. In finger painting more variation may be expected, since each painting reflects to some extent the person's mood of the moment Napoli (76) recommended collecting at least eight paintings as a basis for partially understanding a subject's personality.

Few attempts to evaluate the results of play therapy have been reported Evaluation is difficult, because, as we have already mentioned, the success of play technics depends a great deal on environmental conditions. Rucker found that "over half of the children rated successful or improved [at discharge] came from homes in which there was some affection for them" (90 128) Each of the unsuccessful cases came from homes where they received little, if any, affection It seems that a child who has been loved is better able to form a relation with the worker, who, in turn, can use this relationship to help the child overcome the obstacles in his inner and outer environments

Gitelson (35) used as the main criterion of successful therapy, reports, made by parents, guardians, or teachers, of changes in the status of the manifest behavior problem Another criterion was "internal evidence" of change in the play sessions from initial reactions of apathy, aggressive behavior, and the like, to more favorable behavior such as a "warmer" attitude toward the therapist, decrease of anxiety, the appearance of creative and constructive fantasy, and "progressive development in the acting out of the problem oriented toward some intrapsychic solution" (35 470). Of the forty cases in this study, thirteen were considered to be "much improved", eleven, significantly improved; and sixteen, unimproved Fifteen of the improved cases had received collateral treatment such as placement in a foster home, psychiatric treatment of the mother, or therapeutic work with brothers and sisters.

Hay (44) followed up one case in which a speech handicap seemed to be more important as a symptom than the theft and truancy for which the case was referred Two years after treatment he found the client's adjustment "improved to an astounding degree" (44:211). During the period following the play therapy, only one truancy had occurred, and the child could now be trusted with money The use of play therapy with a ten-year-old child referred as a "psychogenic reading difficulty" was reported in detail by Bixler (11). As evidence of the success of the treatment, he noted that the child's grades had improved, and that his

mother said his more serious problems, manifested at home, had disappeared

Comparison of children's behavior in the play interview with their behavior in the classroom and as reported on school records is a valuable kind of information (52), even though a close correspondence does not necessarily indicate the validity of the play technic. In fact, children who are markedly aggressive at school and at home may not be aggressive in the play situation because they have no pent-up hostility to express, children who must repress their hostility at home and at school frequently break out into violent, destructive behavior in the permissive atmosphere of the play situation Obviously, general conclusions as to the efficacy of play technics cannot be drawn from this small number of cases with their partial analysis and follow-up, however, they represent one type of research that is needed to verify impressions of the value of play therapy.

Values of play technics Play technics have both diagnostic and therapeutic values These may be summarized as follows

1 Affording the child a natural way to deal with life
2. Giving him a form of communication in which he may reveal his attitudes, conflicts, innermost thoughts, and needs
3 Providing the child a "bridge of contact" with the therapist—a relationship in which he feels free to talk about his feelings and realizes that he will not be blamed or punished for feeling as he does, he will, however, be restrained from doing anything that will cause him to feel guilty later.
4. Enabling the child to clarify his feelings about himself and others through the therapist's responses to the underlying meaning of his actions or words
5 Releasing tension through the expression of hostility
6. Relieving unjustified feelings of guilt, decreasing anxiety and fear by enabling the child to face and become familiar with the situations that have given rise to his anxiety.
7 Helping the child to learn to confront reality and to adjust more successfully to life situations
8 Stimulating creative expression and self-expression

From the standpoint of the worker, play technics may be used to establish a friendly relation The play situation eliminates the embarrassment, the strain, the anxiety, the insecurity that children often feel in the purely conversational approach. It is easy and natural to initiate conversation in the play situation Children tend to talk freely and need only the assurance that they are being understood—assurance which the worker provides by accurately reflecting their feelings.

Therapists working with forty children of preschool and elementary school age stated their aims as follows

1 To decrease the feeling of being exceptional or irretrievably bad
2 To introduce an attitude of self-tolerance with regard to the anxiety arising out of the hostile, aggressive tendencies, and to attempt to make some of these tendencies appear to have a natural sanction out of the situations in which they arose
3 To convey to the patient the fact that the intensity of his difficulties was appreciated though they might not at the moment be understood
4 To supply some lacking information when the anxiety came from obvious ignorance
5 To clarify where possible, conflictual relationships in the immediate life situation
6 To point the way to compromises with realities which were inevitable
7 Finally, in some cases, as made possible for the therapists through consultation with the consultant, to attempt to deal with specific conflicts which had come to the surface (35.474–75)

Play may also pave the way for a psychological examination With small children the test may be embedded in the play activities, it may be just another game the child plays with the examiner

The value of the specific technic varies with the age of the person For example, with very young children, finger painting is primarily useful as "a motor outlet for emotions," and the paintings may bear little relation to the thoughts, wishes, and behavior of the child in life situations (2) Older persons may gain insight into their emotional problems by looking over and interpreting their finger paintings (26) A series of finger paintings made by a person over a period of time provides an "objective record" of his emotional development (2, 26).

Cautions in the use of play technics. A number of possible dangers should be recognized There is danger of increasing a child's anxiety and insecurity by allowing unlimited freedom in the play situation. If he goes too far, reveals more than he feels is right and proper, releases too much hostility before the accepting relationship with the therapist is fully established, he will be more disturbed than helped by the experience It is difficult for the worker to know exactly how fully a child can live through a certain emotional situation without experiencing increased conflict The danger of increasing the child's conflict depends upon the intensity of his feelings of guilt, the quality of his relationship with the therapist, and the distance between the object of aggression in the play situation and the object of aggression in real life For example, a child's feelings in burning or smashing a doll that represents a baby brother are more intense than the feelings aroused by breaking balloons or smearing cold cream over everything in sight. Children need limits.

It is unrealistic to allow a child to injure himself, the therapist, or the room For that reason, the therapist, either in the beginning or during the course of treatment, should make clear the "limitations that are necessary to anchor the therapy to the world of reality and to make the child aware of his responsibility in the relationship" (3 75–76).

Another difficulty in play therapy lies in the therapist's interpretation of the client's behavior and feeling He may tend either to stereotype the behavior or to read into it more than is there For example, workers frequently make stereotyped psychoanalytic interpretations instead of trying to find out what the play meant to the child. To observe, reflect, and interpret helpfully requires a knowledge of the dynamics of personality plus a great deal of evaluated experience

From clinic to classroom and club Although the subtle aspects of play therapy must be left to the highly trained person, the teacher may use play as an outlet for many undesirable tendencies Sawing or chopping wood, constructing and remodeling, hammering, digging, wrestling with natural forces are excellent play activities for an aggressive child Success in games that do not require special qualifications is good for children who cannot achieve marked success along other lines, if expected to engage only in games requiring skill, such a child may frequently experience frustration even in play Cowboy games and "cops and robbers" offer some children an outlet for their suppressed desires to be in a position of power and authority Play, of course, is not the same as play therapy. However, an acquaintance with play technics would increase the significance of teachers' observation of children engaged in appropriate play activities

Wider Application of the Projective Method

The projective method in general may be applied to many kinds of media in everyday situations, as well as in clinics. For example, Sims (97) described the application of the projective method to essay examinations The first step is to select a medium that permits a relatively free, extended, and personal response, that presents to the student a new situation for which he has no ready-made responses, and that emphasizes the process rather than the product The individual's responses in this situation are carefully observed and their dynamic quality is studied With this kind of evidence the counselor may better understand the strivings, conflicts, motives, and attitudes that are causing certain behavior.

CHAPTER VII

Cumulative Personnel Records

Cumulative personnel records are an outward and visible sign of the school's desire to understand the individual student. They are one test of whether the school has the personnel point of view The items on them indicate the school's emphases whether it stresses academic marks, attendance, test results, personality trends, family background, experiences outside of classes, or goals, purposes, and plans for the future

Records also reflect the general philosophy and psychology of the institution as a whole, and of the student personnel program in particular. For example, a behaviorist would be content with a record of objective, separate facts. A Gestalt psychologist would insist upon having records that show dominant characteristics against a background, he would seek a personality pattern, which would be somewhat vaguely defined at the beginning of the study but would become more distinct and detailed as the study proceeds A psychologist of another school would be interested not so much in the observed behavior as in its meaning to the individual and in its underlying motivation. Indeed, as the dynamics of personality have been increasingly emphasized, records have included more space for descriptive summaries

Reasons for Keeping Records

Personnel records should lead to self-understanding and self-appraisal. By bringing together information collected by teachers, counselors, principals, and others over a period of years, they give an overview and a long-term view of a person's growth toward physical, mental, emotional, and social maturity They suggest possible causes of his present difficulty, they reveal some of his potentialities; they indicate what experiences he needs. Their *raison d'être* is suggested by this ques-

tion: What types of records do you think would be most likely to throw light upon desirable changes in student behavior? The word *desirable* implies reference to educational objectives, the word *changes* implies growth.

Kept over a period of years, such records give continuity to guidance. In a ten-point guidance program set up for the Indianapolis public high schools, the first and most important point mentioned was cumulative records (24).

The Ideal Record

The ideal personnel record is a unified developmental picture of the individual. It shows personality patterns and trends; it is not a collection of unrelated bits of information. From it the counselor should be able to get an impression of the interrelated aspects of a student's life, and of his progress toward maturity from kindergarten through college.

The ideal record is dynamic and vivid. It gives the counselor a glimpse of a real live person. It takes account of his changing status. This dynamic quality is best achieved by means of recorded observations of the student in action, samples of his work, records of his special achievements, and biographical and interview data.

The ideal record is a ready source of verifiable information about every student. It prevents unnecessary inquiries and errors of memory. It supplies, in a form convenient for counseling, the information needed by those who work with students.

Important Information to Record

Items for the cumulative personnel record have been selected in five ways: (1) by analyzing educational objectives with respect to the personal data needed for their realization, (2) by finding how frequently certain items occur on records now in use, (3) by obtaining expert judgment from individuals or a group as to the relative value of different items, (4) by studying statistically the relation between ratings on given items and scholastic success, and (5) by doing research which throws light on the meaning of certain items of information.

Analysis of educational objectives is a first step in selecting items to include (41, 54). Among the recognized objectives of education are the basic intellectual skills such as written and oral expression, reading, and arithmetic, health, personality traits such as co-operation, curiosity, creativeness, independence, open-mindedness, and leadership, and interests and leisure activities that are varied, permanent, and constructive. With these, the ideal record is concerned. It will pay fully as much

attention to the best potentialities in every person as to problems of adjustment (30)

The second basis for selecting items is their frequency of occurrence on existing records. The National Committee on Cumulative Records examined 2,515 cumulative records used in city and county schools and proposed a list of twelve kinds of personal data on the assumption that the items most frequently included are the most useful (39). A number of less recent surveys (2, 15, 19, 22, 26, 29, 40, 48) have been made on all educational levels

For example, in a survey of present practice with respect to cumulative records, published in 1941, Leonard and Tucker (26) reported that more than three fourths of the 870 high schools surveyed recorded regularly certain personal data, teachers' marks, attendance records, and intelligence test scores Less than half the schools recorded regularly other items concerning pupils' personality, interests, home and family conditions, out-of-school activities, and teachers' observation The records were available to the teachers, including the homeroom teachers, in only about one half of the schools Very few schools sent cumulative-record data to any employment office or agency. On the college level in 1942 a survey (40) was made of the permanent record forms used by eighty-five Pacific Coast colleges, and the items included were analyzed Mort and Stuart (29) went a step further, they submitted record forms to teachers and asked for their critical evaluations of these forms after they had used them. Tansil (48) and Allen (2) obtained evidence of the actual use of records by having persons who used a student's record sign a slip attached to each record

A study of the information requested by employers and by admissions officers is almost as valuable as a study of school and college records. Business and industrial interview schedules and rating scales, and transcripts requested by higher institutions, suggest items that should be included on the school personnel record if it is to be most helpful for recommendation and placement purposes.

The method of submitting a list of items to selected judges for their evaluation may be illustrated by Franzen's summary (16) of the opinions of almost two thousand high school principals. This group agreed on the importance of scholarship and personal data and were favorably inclined toward information about extracurricular activities, intelligence quotient, and rank in class Another group of high school principals (22) attached greatest importance to records of intelligence and school achievement This jury method of determining the significance of items, however, is generally in disrepute for two main reasons the variability of judgments resulting when many individuals with different educational

objectives consider the matter from their own points of view, and the inaccuracy of judgments arising from lack of evidence.

Research which helps the personnel worker to understand the meaning of the various items of information contained in records has been summarized in the second volume of this series (15) There has been a great deal of work on the relationships among teachers' marks and intelligence and achievement test scores, considerable research on social and economic background, extensive study of personality traits, and less study of the significance of participation in extracurricular activities A knowledge of the results of previous investigations helps the personnel worker to direct his attention to items of importance in individual development.

The method of item analysis may be illustrated by the careful, systematic study carried on over a number of years by Pallett at the University of Oregon and by Clark at Northwestern University (32). The student's scholastic record is the criterion against which the items on the record forms are most frequently validated (49).

All of these kinds of studies give the personnel worker and his committees of teachers a sounder basis for selecting items to record The following composite list includes items recommended in several sources (15, 33, 39, 44, 46, 50, 53)

1 Personal data name, date of birth, evidence of birth, place of birth, sex, color or race, residence of pupil and/or parents
2. Home and community background name, marital status, birthplace, and occupation of parents or guardians, whether parents are alive or deceased, persons with whom pupil lives, language spoken in the home, number of brothers and sisters, ratings of home environment and economic status
3 Scholarship teachers' marks by year and subject, special reports on failures, record of reading achievement, rank in graduating class (with number in class), notes on the student's attitudes, the questions he asks, the quality of his thinking when solving problems, his work habits and ways of learning, his skills and satisfactions in handwork and the creative arts, samples of his creative art work. This kind of information gives important clues as to the nature of the student's learning process, as well as indications of his interests and antipathies and of his likelihood of success in a given course of study It is also useful in vocational guidance.
4. Test scores and ratings, accompanied by an interpretation by the psychologist which takes into account both the conditions under which they were made and the student's previous experiences. This interpretation helps to make the figures meaningful to all the persons who use the records

5. School attendance: days present or absent each year. A poor attendance record suggests a study of the student's health, the suitability of the curriculum, home pressure, and other factors.
6. Health: physical disabilities, emotional adjustment, vaccination record, other items which the physician thinks are important for the school to know, the student's attitude toward his health problems and what he is doing about them; his energy output—ability to do sustained work.
7. Anecdotal records, personality ratings, autobiographical sketches, reports of interviews and conferences with parents. These descriptive records call attention to the unique aspects of each student's personality and to unusual conditions that are or have been influencing his life; they show how he views and deals with his environment, they define the situations in which he is happy and successful, or the opposite. Most cumulative records include some form of personality rating. On the more than one hundred records examined by Maas (27), one hundred different personality traits were included. Those mentioned most frequently were co-operation, industry, reliability, leadership, dependability, accuracy, and emotional control. The record reproduced on page 67 represents some of the best features of rating scales: the items selected for rating are not too numerous and are significant for personality development, they are stated in terms of behavior that teachers and counselors can observe, the rating of each teacher is shown by a different symbol and color, the ratings are made on a separate slip by each teacher who has had a chance to observe the student during the year. Teachers need more help in learning to observe students and to summarize their observations accurately on rating scales. In the majority of schools the personality ratings are practically worthless because the scales are poorly constructed, there are too many items to be rated, teachers have no chance to observe certain characteristics and little or no training in observation. In formal classes teachers can rate most easily the students' methods of work, rate of work, and responses to difficulty or failure. They have more difficulty in rating students' relationships with others, their co-operation, and other characteristics that require group interaction.
8. Employment record during school years.
9. Vocational and educational plans. This record should show the student's tentative course of study for the three or four years ahead and should note whether he is meeting graduation requirements and

the requirements of his chosen college, if he is planning to go to college

10 The student's own statement, year by year, of his changing values goals, and purposes

11. Extracurricular activities, hobbies, special talents These indicate the student's interests, and show whether he is taking due advantage of informal groups, or overdoing his participation.

12 Follow-up record after the student has left school· employment and further education. Information about the student's educational and vocational career after leaving the school is an aid both in continued counseling of the individual and in modifying school procedures in light of the experiences of those who have recently left it

13 Record of the accomplishments of the class group to which the individual belongs (43 518–23).

14 Reports of faculty conferences about the student

This list may be used to answer the question What do other persons consider important items to include on a cumulative record form? It may serve either as a starting point or as a final check for any group that is working on the improvement of a school's personnel records. The problem of selecting the most useful items is of primary importance. One item on a record card may mean the making of a thousand entries by a well-paid clerk From the standpoint of cost alone, it is important to reduce to minimum essentials the number of items on a cumulative record Three criteria may be applied in determining which items are essential conformity to sound educational objectives, success in showing trends in development, and usefulness in work with students Records should supply in convenient form the information counselors, teachers, and administrators need.

Forms of Cumulative Personnel Records

The cumulative personnel record holds a central place in the school or college record system. Many other records contribute information to the personnel record, which, in turn, facilitates the filling out of application blanks and other forms, and the writing of reports to parents.

Surveys of record systems show variation in the kinds of records kept by different institutions. The National Committee on Cumulative Records (39) reported that approximately one-third of the cities and counties had a combined elementary and secondary school record system, the others kept separate records for the two levels Maas (27), in his study of over one hundred record forms and record-keeping practices in thirty-five school systems, found that the forms usually covered a six-year

period and were becoming more comprehensive The most common sizes were 8½ by 11 inches (standard typewriting paper size) and 5 by 8 inches (for open-file drawer)

Cumulative personnel records have many forms the cumulative record folder, the cumulative record card folder, the single card record, the envelope containing three or more cumulative record cards, the still more detailed omnibus-type record that brings together information from various sources, and the clinical case-history-type record. In general, the combination of a record card supplemented by a folder or envelope is preferable because it gives the counselor both quantitative objective facts and the more concrete, descriptive, and unique information about the individual.

CUMULATIVE RECORD FOLDERS AND CARDS

The information contained in the folder constitutes vivid and concrete, though fragmentary, evidence of the student's development, collected during his school years (9, 46) Its core consists of the periodic summaries of this detailed information Taken individually, the separate items gathered from many sources may not have high reliability, but viewed and evaluated as a whole, they give a valuable total impression. The most useful summary describes "where the student is going and how he intends to get there." However, it must be considered tentative so that it will not prematurely crystallize one's expectations of the student. The cumulative record folder has the special advantages of being easily expanded from simple beginnings, and of requiring little clerical work and knowledge of statistics It does, however, require much skill in the observation and interpretation of behavior.

The initial work on the widely used *American Council Cumulative Record Card*[1] was described in detail in the July, 1928, issue of the *Educational Record Supplement* (34 12–52). In an article prepared for the Committee, Ben D. Wood presented the basic philosophy of the cumulative record and described and illustrated the record card. This record is

> intended to give a fairly complete and meaningful *outline* of [a student's] educational achievements, both curricular and extra-curricular, plus general indices of, or guides to, other significant types of information that should be taken into account before any crucial decisions are made respecting a given case (34 15)

According to this statement, the cumulative record may include descriptive accounts of behavior and other detailed information about the student

[1] Samples may be obtained from the American Council on Education, 744 Jackson Place, Washington, D C

The *American Council Cumulative Record Forms* for colleges and secondary schools have also been widely used In 1933, Robertson (37) reported the use of these cards in 236 institutions, as indicated by the amounts purchased

	In College	*In Secondary School*
1928	18,250	1,100
1929	26,077	24,040
1930	17,974	21,389
1931	12,329	10,353
1932	10,670	10,398

Unpublished figures for 1947 show a tremendous increase in their use:

	In College	*In Secondary School* (Junior and Senior H S.)
1947	14,337	24,249

The main criticisms of the original American Council cumulative records were that they were too intricate, did not show dynamic patterns of personality, and focused attention too exclusively on diagnosis. It is true that persons with no statistical training tended to shy away from the "gridiron" graphic record, and that even experienced personnel workers had difficulty in extracting quickly from the network of lines the specific information they needed in conferences with parents and students. For these reasons, which were supported by experimentation, a simple tabulation of scholastic achievement was substituted for the graphic form in the revised American Council record.

The *American Council Cumulative Record Forms* represent a more advanced stage in the study of the individual than many educational institutions have yet attained Gardner (19) found that their use was associated with general institutional excellence. He characterized the American Council cumulative record card as "the most utilizable, concise and complete nonacademic record available" (19 57). These forms have extended the scope of records, increased the awareness of the need for them, and emphasized their value. Every item on the American Council record is of value in the guidance of individuals. The scores on intelligence tests indicate the individual's general level of mental ability as measured by his responses to a variety of test stimuli over a period of years. The achievement test scores show his progress in history, English, French, and other subjects The cumulative record card, moreover,

shows the individual's position in relation to his local group and to country-wide averages. Such comparative information is necessary in order to help a student make a good adjustment to his present group and choose a higher institution in which he will be likely to succeed. All the other details regarding extracurricular activities, health, interests, etc., are similarly useful in advisory work. The only question is whether the items so recorded at considerable expense are as valuable as more detailed descriptions of behavior, samples of work, and other information assembled in a folder without any transcribing, and summarized from time to time into a unified and dynamic description of the individual The combination of the more objective verifiable data on the cumulative record card plus the more detailed descriptive data in a supplementary folder would give the most adequate basis for understanding an individual

The *American Council Cumulative Record Forms* have been discussed at some length because they represent many years of critical study and evaluation by a very able group of persons They are now available in four forms for Grades 1, 2, and 3, for Grades 4, 5, and 6, for junior and senior high schools, and for colleges The *Manual for Cumulative Records* that accompanies these forms (3) is in itself an important contribution to the theory and use of cumulative records

Many schools and colleges have patterned their own cumulative record folders after the American Council form The sample record folder facing this page (partially filled out, as most cumulative records are!) is one of the best examples of this kind of record, as it has been developed by many school systems Another record folder was developed by a school staff who wanted to begin simply by describing concretely the unique and central characteristics of their students It consisted mostly of blank spaces Although it looks simple, it is probably somewhat difficult to keep, more psychological background is needed to recognize the dynamic factors in a student's personality than to record specified data of a quantitative and fairly objective nature.

The National Association of Secondary-School Principals (5, 12) has developed several forms,[2] which are used in many schools, colleges, and personnel offices. One is a transcript which embodies the personality rating, marks in each subject, test results, and rank in class These are items which admissions officers in higher institutions request from secondary schools. Many colleges and universities will accept this transfer certificate in place of their own form.

The second form is a one-page personality rating scale to be filled out

[2] Samples of each form at 5 cents a copy may be obtained from the National Association of Secondary-School Principals, 1201 Sixteenth Street N W , Washington 6, D C

FAMILY	Last Name	First Name & Middle Initial	Country of Birth	W N
FATHER	Doe	James F.	U.S.	S
MOTHER	Doe	Martha	U.S.	He
Step Parent or Guardian				

CHILDREN of FAMILY (including pupil) in order of age, oldest first	First Name	Sex	Birth Date
	Martha	F	Feb. 26
	Helen	F	Jan '28
	James	M	Mar 34

Significant Home Conditio
Excellent

Significant Family Attitudes
Excellent
Very coope

BEHAVIOR DESCRIPTION	Grade	7	8	9
INDUSTRY				
Very industrious		010110	11011	110101
Fairly industrious		1	0	10
Not industrious				
COOPERATION				
Very cooperative		00111	10111	001101
Fairly cooperative		1	0	
Not cooperative				
SELF CONTROL				
Very good self control		11001	10011	11110
Fair self control		1		0
Poor self control				
MANNERS				
Very well mannered		01111	11011	01110
Fairly well mannered		01		1
Not well mannered				
Comments (Date & initial)	*Teacher Sym	Teacher Sym	Teacher Sym	Teacher Sym

BEHAVIOR D
SERIOUSNESS
Purposeful
In some fiel
Potential
Vacillating
Purposeless
INDUSTRY
Seeks additi
Prepares ass
Needs occas
Needs const
Seldom work
INITIATIVE
Actively cre
Self reliant
Varies with
Conforms
Seldom initi
INFLUENCE C
Strongly con
Contributing
Varies with
Retiring Coo
Passive
CONCERN F
Deep gener
Somewhat c
Self centere
Indifferent
Anti social
RESPONSIBILI
Assumes mu
Conscientiou
Usually dep
Somewhat d
Unreliable
EMOTIONAL
Exceptionall
Well balanc
Usually well
Unresponsiv
Apathetic

PERSONAL SOC
Seems quite s
Usually feels
Varies with c
Insecure, acce
Withdrawn

KEY FOR MARKING BEHAVIOR DESCRIPTION

For PREPARED (usually) SUBJECTS use symbol I

For UNPREPARED (often) SUBJECTS,

Occupation	Business Address	Education Degree & Kind	Date if Deceased	Comments Page 3
urgeon				
usewife				Relationship

ns such as health, broken home, language spoken, study conditions (Date & initial each entry)

in all respects

s such as family unity, attitudes toward education & work, toward his school & work preferences

family unity

rative toward all educational activities

ESCRIPTION	Grade	10	11	12	COMMENTS (Date & initial each entry)
of PURPOSE		0 1 1 0	1 1 0 1 1 0	1 1 0 1 1 ✓	* * * *
ds		✓ 1	✓	0 1	
onal work		1	1	1 ✓ 0	
igned work		1 0 ✓ 1 1	0 1 ✓ 0 1	✓ 0 0 1 1 1	
ional prodding		✓	0		
ant pressure					
s even w pressure					
ative		1	✓	1 ✓	
		0 0 1	0 1 1 0	0 1 1 1 ✓	
conditions			0		
		1 ✓			
ates					
ON OTHERS					
trolling		1		✓ 1	
		✓ 0 1 1	1 0 0 1 1	0 1 ✓	
conditions					
p Uncooperative		1		✓	
Subversive					
OR OTHERS					
il concern			1 0	1	
oncerned		✓ 0 1 1 0	✓ 0 0 1 1	✓ 0 0 0 1	
l					
		0	✓		
TY					
ch responsibility		1	0 1	1 1	
s		✓ 0 0 1	0 1 ✓ 0 1	✓ 0 0 1	
endable		0	0		
ependable					
STABILITY					
y stable		1 1 1 ✓	0 1 0	1 1 1 0 ✓	
ed		0 0 1	✓ 0 1	0 ✓	
balanced		1			
s Excitable					
Hyperemotional					

ADJUSTMENT					Page 4
re		✓ 0 1 1	0 1 1 1	1 0 1 ✓	
cure		1	0 0	0 1	
nditions		1	✓		
pted Others indiff					
Not accepted					
use symbol O is prepared	Teacher Sym * * * * *	Teacher Sym	Teacher Sym	Teacher Sym	

by teachers. The items to be rated are. seriousness of purpose, industry, initiative, influence, concern for others, responsibility, and emotional stability, It has additional space for the recording of school activities, special interests and abilities, significant limitations, and additional information and recommendations the principal may wish to add

The cumulative record developed by a committee of the National Association of Secondary-School Principals is published in three forms· a single card, 9 by 11½ inches; a folder, 9½ by 11¾ inches, and an envelope of the same size opening on one side. In addition to the usual personnel data, these forms include a space for "guidance notes." Beginning with the seventh grade, they provide space for seven years' entries. A 5 by 8 inch permanent record card makes possible the transfer of essential data for ten semesters.

OTHER TYPES OF PERSONNEL RECORDS USED IN SCHOOLS AND COLLEGES

Other useful occupational adjustment and placement forms are also published by the National Association of Secondary-School Principals The *Post-School Inventory* is a form to be filled out by former students one or more years after they have left school The *Follow-Up Interview Schedule* is used to obtain a young person's appraisal of his job situation and his further vocational plans The *Employer Interviewing Schedule* is for the purpose of learning from the employer how well the youth has adjusted to his job and how the school can more effectively prepare other boys and girls for their work. The *Follow-Up Record Card* is a special cumulative record card for post-school counseling; it includes school and home background data collected during school years plus the person's post-school occupational history.

Records may take various and unique forms such as a collection of cards, a personal information blank, or an omnibus-type folder of entrance data, correspondence, and other information A school system in Michigan (21) experimented with 4 by 6 inch cards on which anecdotal records for each pupil were entered. Each teacher in grades one through twelve was expected to make out one card for each pupil. A high school senior who had spent his entire educational career in this system would thus have accumulated approximately fifty cards. The teachers were given a guide to direct their attention to certain kinds of behavior. Despite instructions to write anecdotal records as they observed typical or exceptional behavior, teachers tended to wait until the end of the term to write summaries of their pupils' progress.

At the State University of Iowa a personal information blank (49) was used and evaluated. It included identification data, a two-hundred-word theme written by the student, and information on previous school

achievement, family and home circumstances, and personal activities. This blank was subjected to statistical analysis with the following results (1) Almost half of the items had a reliability of 0 80 or above, fully two thirds a reliability of 0 70 or above, and 9 per cent a reliability of 0 59 or less. (2) As a means of predicting scholarship, the value of the information was negligible, the highest correlation with grade-point averages the first semester was 0 39 (3) The personal information score had little more predictive value, if any, than the placement tests used at the university, although the reliability of most of the items was high.

At Allegheny College, Pennsylvania (38), preregistration data are put in the cumulative record folder. These comprise the high school record including ratings and statements of principals and teachers, the application blank, results of the American Council on Education psychological and vocabulary tests, and all data obtained during freshman week. Other entries are made as the student goes through college He is encouraged to study and interpret his own cumulative record with the help of the dean

The omnibus-type record may include questionnaires filled out by students about their interests, hobbies, goals, work experience, and other activities (10). Autobiographies and dated samples of the student's work give vitality and a student-centered approach to these records. The personnel records kept for prospective teachers at New College, Teachers College, some years ago included the following information

1. Entrance data, including the application for admittance, records of the interview with the prospective student, general information and statements made by the applicant, his personal qualifications, health record, and a transcript of his school record.
2. Correspondence with parents and teachers relating to the student
3. The health record, including the medical examination record sent by the student and the records of observations of the physical, emotional, and social aspects of his health.
4. The long-view plan for the student, including a statement of his problems, needs, and goals as seen by teachers and the student in conference. This proposed plan was reconsidered every three months.
5. Scholastic activities record
6. The record of the student's teaching contacts, the plan and report of his teaching activities, and observations of his teaching.
7. Results of standardized tests—the *Co-operative General Culture Test,* a comprehensive general intelligence examination, a reading test, the *Co-operative Achievement Test,* and the *College Research English Test.*

8. Cumulative summary record
9. Personal data record.
10. Special activities record
11. Employment record
12. Examples of the student's work
13. Evidence of his eligibility for internship, and correspondence on this matter.
14. Internship problem and examination
15. Placement record

This system of records represents one of the most detailed and comprehensive types of personnel record. It supplies a wealth of information, but presents a real problem of evaluation. It is difficult and time consuming, though by no means impossible, to study such a mass of evidence and to gain from it an accurate and useful understanding of the individual student

CLINICAL RECORDS

Records kept in child guidance or mental hygiene clinics are more comprehensive than those kept in school They delve more deeply into conditions causing maladjustment in individual cases A description and discussion of clinical records is to be found in Clark's *Recording and Reporting for Child Guidance Clinics* (7) and in Maslow's article (28) on the value of adequate records, as close to verbatim as possible for both service and research purposes.

Little research has been done on the best form of records (11) Theoretically, records should have clarity, brevity, and integration—clarity so that the ordinary faculty member will understand them, brevity so that he will use the contents, and, above all, integration so that the record will present a dynamic picture of the individual in his environment.

Criteria for Judging Personnel Records

Personnel workers should pause in their day's occupation to check their records against the following standards, many of which were formulated by Wood in 1928 (34) and more recently by Allen (2)

1. Personnel records should consist of items relevant to the all-round development of the student—his attitudes, habits, and, in short, all pertinent aspects of his personality
2. They should be organized as a growth record—show trends in the individual's development, not merely a cross section of his personality, a person is too complex an entity for one to risk an interpre-

tation of his past or a prediction of his future on the basis of one snapshot

3 They should be so vivid and dynamic that they will surely be used in the guidance of students They should include descriptions of day-by-day behavior and give clues as to the reasons for it.
4. They should record results of tests and observation in a form that is truly comparative and meaningful
5 The detailed records should be summarized and interpreted by persons who know the students and have had a large part in the collection of the data
6. They should be convenient to file
7 They should involve a minimum of clerical work.
8. They should be easily read Records that are intricate and crowded with lines and writing are difficult to keep and to interpret
9 They should be reproducible, inexpensively and accurately
10 They should be kept for every student, not for problem cases only.
11 They should be available to all who can use them for the good of the student. A central file has proved satisfactory in many situations However, one of the most persistent and puzzling problems in the whole administration of personnel work remains that of getting the information out of the file and into the minds of those who come in contact with the students

Confidentialness of Records

Certain records are available to the general public, others to the faculty, still others to committees, and a few are so confidential that they are kept in the hands of a professionally trained personnel worker

The matter of disclosing information about a student has both ethical and psychological aspects. To betray confidences under any circumstance is unethical To crystallize any particular cross section of an individual's behavior is psychologically unsound, because a student may reach another stage of development which makes the former characterization inaccurate Moreover, non-academic records often have the inaccuracy of subjectivity—insofar as they express the attitude of the person writing them—and also the errors arising from superficiality and partial knowledge of the whole situation Unfortunately, some persons are so influenced by such records that they are unable to see the individual as he now is. They use intelligence quotients and other specific information merely to confirm their generalized prejudices. For these reasons, some personnel workers recommend that records of school progress, of test results, and of medical examinations be permanent and cumulative,

while records of personality or behavior be used only as long as they are strictly applicable, and periodically destroyed (13 489).

These difficulties create a serious dilemma for the personnel worker On one side is the danger of divulging confidential material and information that may be misinterpreted and misused, on the other side is the risk of failing to make available information that might aid in the student's adjustment Moreover, the personnel worker's loyalty to the student sometimes seems to conflict with his sense of obligation to a prospective employer or to an institution to which the student is applying for admission

Because of the difficulty of knowing who will use the records, no confidential information should be accessible in a central open file where it might be misinterpreted or misused If important confidential material has been obtained, the name of the person who has the information, and not the information itself, may be put in the central file Another device for keeping certain information confidential is for the personnel worker to make a notation that will enable him to recall a certain circumstance, but that will reveal none of the details to any unsympathetic person. One cumulative record folder has three letters in the upper righthand corner, which can be encircled to show the persons from whom additional details may be obtained Another method of using confidential information safely is to translate it into a positive recommendation.

Uses of Cumulative Personnel Records

Personnel records must first of all be usable (51). It is a waste of time for a personnel worker to write records which are never used. The problem of personnel records is not solved when a satisfactory form is developed, nor even when ways and means of collecting the desired information are provided There remains the task of using the records in the guidance of students It is precisely at this point that many record systems fail

The following are some of the many uses of cumulative personnel records·

GUIDING STUDENT DEVELOPMENT

Self-appraisal and self-guidance are the most important uses of cumulative records A record kept year by year may be used to show the student the trends in his many-sided development, it may give both student and counselor a sense of growth It contains facts about his abilities and achievement, his interests, his physical equipment, the way he impresses teachers in different situations, the kind of work and play he can do best and with the greatest satisfaction. Through the systematic periodic

appraisal, made jointly by student and counselor, the student should come to an acceptance of himself and an appreciation of both his strengths and his limitations. Thus the cumulative record may aid him in building a concept of his most acceptable and attainable self. The record may go further, it may suggest experiences the student needs for his best all-round development, and so help him to grow toward objectives appropriate for him.

IDENTIFYING TALENT

The cumulative record is an aid in the search for talent. It helps teachers to recognize students who are gifted in abstract verbal ability, science, the arts, and social relations. Having identified these students, the school will feel responsible for meeting their needs, and will thus prevent their drifting, wasting time, and working far below their capacity. Similarly, other kinds of exceptional children can be identified and helped to develop their best potentialities. Records may be used to encourage the slow learner as well as to stimulate the gifted. Evidences of growth in the cumulative record will convince students of both types that they are making progress.

DETECTING AND PREVENTING INCIPIENT MALADJUSTMENT

Using cumulative records at the beginning of the school year helps teachers to get acquainted with students more quickly, and calls their attention to those who need special help. The record often raises the question, "Why?" It sends the counselor searching for explanations of certain conditions, which it indicates. By means of a periodic study of the records during the school year, the counselor may detect in their early stages problems involving health, emotional, educational, and social difficulties. Clues to maladjustment may be present in a discrepancy between intelligence test results and school achievement, a slump in academic work, frequent absence, misbehavior, nonparticipation in informal groups or creative activities, or in educational and vocational plans that seem inappropriate in light of all the other information about the individual.

DEALING WITH PERSONAL PROBLEMS AND CRISES

Records have been most widely used when problems and crises have arisen. From the record, student and counselor may obtain perspective on a problem and clues as to conditions giving rise to it. For example, if a student is failing in his academic work, the records often yield indications of the conditions contributing to the failure. The cumulative record gives the counselor a broad view of the student, he sees him

through other persons' eyes in various situations, and, if autobiographical data are included, through the student's own eyes With this background of understanding as a starting point, the counselor is better equipped to help the student work out a solution and make a wise decision He feels more free to listen to the student, and is better prepared to reflect and interpret his feelings

MAKING EDUCATIONAL, VOCATIONAL, AND RECREATIONAL PLANS

In planning a course of study, changing a program, thinking about leaving school, choosing a college of some other kind of further education, and choosing and preparing for a vocation, the student should consider with his counselor all the information on his cumulative record The cumulative record passed on from another school helps the counselor to place the transfer student in the groups most suitable for him. Facts about his scholastic aptitude, achievement in each subject, rank in class, the socioeconomic status of his family, and his own goals, purposes, and post-high school plans are all essential in answering the questions: Should I go to college? If so, to which college? If not, what other kinds of suitable educational opportunities are available?

The cumulative record is also useful in helping students to plan their leisure-time programs The decision to do part-time work, to join a certain club, or otherwise to use one's twenty-four hours to good advantage can best be made when all the facts on the cumulative record are considered. Cumulative records aid the counseling process by substituting facts for guesswork, recorded trends for scattered memories

HOLDING CASE CONFERENCES AND CONFERENCES WITH PARENTS

Cumulative records serve as a starting point for the case conference After the counselor has summarized all available information, the persons present pool and interpret their information about an individual student and then make recommendations. The case conference is a learning experience for all who participate. It provides practice and instruction in interpreting test results and other personal data, in synthesizing separate facts into a dynamic picture of the individual, and in the creative task of providing experiences the student needs

In parent conferences, cumulative records make the child's progress or lack of it more understandable to the parent. They supply facts that are basic to sound, realistic educational and vocational plans Such conferences, incidentally, are preferred by many parents and teachers to the older forms of reporting; they help parents to gain a better understanding of the child and the school, and of conditions conducive to his progress (8).

WRITING REPORTS TO PARENTS[3]

The cumulative record helps a teacher to write letters or descriptive reports to parents It is obviously impossible for a teacher to prepare this type of report without having a knowledge of the individual student. From the record, the teacher extracts information that may assist a parent in co-operating with the school to help the student get the most out of his school years On the basis of all the relevant information available, the teacher writes his letter to the parents, commenting on the student's progress in each subject, his personality trends, strengths that he can develop and weaknesses that he can overcome Wrinkle (57) gave an excellent description of the evolution of reports to parents in one school system A combination of ratings of concrete behavior relating to general objectives plus a discussion with the teacher of the specific objectives of each course seemed to give the greatest satisfaction to teachers, parents, and students (57.108–9). The report to parents is a means of educating both parents and teachers in the personnel point of view, it directs the parent's attention to important aspects of his child's development.

PLACING STUDENTS IN JOBS

If a school or college has valuable cumulative information about students, it should be used to advantage in placement Some schools, upon the students' graduation, forward their records to the local office of the State Employment Service or file them in a central records bureau. Others file them in their own placement bureaus Still others keep their records in the school guidance office and send summaries to the placement bureau in or outside the school Meyers (31) recommended an Adjustment Institute to which these records would be transferred and to which students seeking employment or counseling service could go

WRITING RECOMMENDATIONS AND MAKING REFERRALS

Cumulative records help high school counselors or principals in making accurate and helpful recommendations to prospective employers and to college admissions officers. They facilitate articulation between high school and college and between school and work. The value of cumulative records was highlighted during the war, when information about large numbers of persons was needed quickly for training and classification purposes If the schools and the government had worked together by using the schools' cumulative records, the classification of men for varied services could have been accomplished more economically and expe-

[3] This topic is merely mentioned here because it is treated in a monograph, *Reporting to Parents* (47)

ditiously (1). When individuals are referred to psychologists, psychiatrists, physicians, guidance clinics, or social agencies, information from the cumulative record facilitates treatment

MAKING TEACHERS "CHILD CONSCIOUS"

Cumulative records direct teachers' attention to the individual student It is impossible for a teacher-counselor to fill out a comprehensive cumulative record card without having made accurate observations or having obtained significant samples of the student's behavior. Focusing thus on child study challenges a teacher's basic philosophy of education· Which is of greater worth—a study of the individual student or group instruction? Morrison's well-known statement that "a teacher should spend half his time in studying his pupils as individuals and the rest of his time in doing what that study shows to be desirable and necessary" can be supported by a number of arguments Among these is the experience of many teachers that individual study of their students makes instruction more effective. Beginning with the study and use of cumulative records, teachers may become interested in the entire student personnel program

ADMINISTRATIVE USES OF RECORDS

Cumulative personnel records supply facts for reports to state, county, and local authorities They aid in the grouping of students into classes where they can obtain the instruction most appropriate to them When a student is transferred from one school to another, his cumulative record saves counselors' time and helps the new school to avoid mistakes and to facilitate the student's adjustment to the new situation.

IN-SERVICE EDUCATION THROUGH CUMULATIVE RECORDS

Interest in cumulative records may be the starting point for effective education of the staff in guidance procedures Collecting data for cumulative records requires teachers to observe individual students, recording data gives teachers a sense of the many-sided aspects of their development, using records helps teachers to understand individual students and the common needs of the group Brooks (6) described the kind of help teachers need in filling out cumulative records In general, the education of teachers has not kept pace with the development of record forms

EVALUATING THE SCHOOL PROGRAM

Cumulative records are a means of appraising teaching and personnel work as well as of helping the student to appraise himself Cumulative personnel records furnish facts essential to the continuous evaluation

and modification of the objectives of education, the curriculum, instructional procedures, counseling, and extraclass or informal student activities The effective use of cumulative records should have far-reaching effects upon education in secondary school and college. These records should encourage a cumulative and dynamic curriculum, an intrinsic part of which is self-understanding on the part of every student. The follow-up data as well as the records kept during school years indicate changes needed in the school From follow-up records the personnel worker may learn whether his program is functioning in the lives of individual students That is the only true measure of the success of a student personnel program.

Recommended Procedures for Developing a Cumulative Record System

The development and maintenance of cumulative records is a cooperative enterprise in which administrators, special personnel workers, teachers, clerical staff, students, parents, employers, and college admissions officers should participate. Lack of conviction of the importance of such records on the part of all concerned is one reason why the cumulative record cards in so many institutions are carelessly filled in and seldom used Absence of a professional attitude toward personnel data is one reason why the wider use of records is not encouraged by personnel workers.

Of basic importance is the principle that all personnel data must be treated professionally This means that the person who has access to the information on cumulative records does not pass it on to irresponsible persons. The chances are that he will not use recorded facts to the detriment of the student if he takes to heart the cautions on pages 201–202

Even the most perfect record system cannot successfully be imposed upon unreceptive and untrained teachers. It is far better to introduce one item at a time and have it used in the development and guidance of students than to antagonize teachers by installing an intricate, time-consuming record system. A gradual educative procedure was used with excellent results in the Breathitt County Guidance Program (20). One type of record—the autobiography—was introduced in the schools by a "flying squadron" of ten trained workers Information thus obtained was filed in the schools, accessible to the teachers. At the summer guidance institute, each teacher analyzed the autobiographies of his pupils and developed a simple program of guidance for his school. This study revealed the need for more information about individual pupils The teachers were further encouraged to use the records the following school year, when the county superintendent requested a report from the

teachers showing how they had used the autobiographies during the year This procedure convinced the teachers of the value of personal data and aroused their interest in acquiring additional methods of understanding their pupils

The following steps in the co-operative development of a cumulative record system are a composite of several published descriptions of procedures used in schools and colleges (17, 21, 46, 57). These steps are based on the assumption that someone with vision and knowledge is interested in the improvement of guidance and instruction through cumulative personnel records:

1. Talk with individual teachers and other members of the staff. Instead of imposing a record form upon the school system, the modern administrator helps his staff to recognize the need for cumulative information about students and to develop forms that seem to them practical and helpful.
2. Use faculty meetings for the discussion of what information teachers need to understand students, and of how it may be collected, recorded, interpreted, synthesized, and used professionally and wisely.
3. Appoint committees to carry forward the ideas formulated in faculty meetings These committees draft tentative record forms and a manual for the guidance of teachers in recording data and in interpreting and using it Records are most likely to be used effectively if they are evolved by the persons who are expected to use them. This requires co-operative study.
4. Provide time for teacher-counselors to record, interpret, synthesize, and use cumulative-record data in counseling If there is a specialist in personnel work, he may assist teacher-counselors in a class conference (going over each student's record with the teacher) or in a case conference (directing the pooling and interpretation of information about each student in a conference of persons having contact with the individual)
5. Form parent-education classes and student groups so that all concerned may learn to understand and interpret the data in cumulative record folders
6. Provide suitable files, easily accessible to the persons who should use the records most frequently.
7. Orient new teachers to the use of records in the total personnel program

Recording and Interpreting Information on Cumulative Records

One reason why cumulative records are not used more effectively is that the information on them is so poorly recorded. Entries must be

more accurate, more care must be exercised to use words familiar to teachers, there must be clearer distinction between fact and opinion For example, most teachers do not know what test results mean when they are recorded in percentiles or raw scores and inadequately labeled

Teachers need instruction and practice in seeing the relationships, patterns, and trends that emerge from a study of a cumulative record. To be carefully considered, for example, are the student's past achievement in relation to his school attendance, a foreign language background in relation to reading ability, marks in school subjects, and participation in social activities, trends in marks for each subject during the years of high school, the way the student impresses different teachers. The cumulative-record data may be treated somewhat as a profile or pattern analysis. In reading the cumulative record, the student and the counselor can look for recurring clues, patterns, and relationships.

Variations in the interpretation of records may arise from differences in the counselors' backgrounds and philosophies For example, one counselor may seek the explanation of low school achievement in home conditions, another in physical defects, and still another in intelligence test results It would be far more desirable for each to view the record as a whole in order to determine complex causations.

There is increasing emphasis on pupil participation in the keeping and using of records If records are to have their greatest value, the student should share in keeping and using them to understand himself and to make appropriate life plans He may himself select items from the record to serve as immediate concrete objectives toward which to strive. The client-centered philosophy shifts responsibility for the use of records from the counselor to the counselee. If this philosophy were translated into practice, it would revolutionize present procedures in the use of personnel records and would prevent the counselor from becoming "information centered" Instead of the counselor's being solely responsible for using the records, the student would share this responsibility whenever he feels a need for objective data about himself.

Cost of Records

Published cumulative record cards cost about five cents each. The cost of the *American Council Revised Cumulative Record Folders* for the various grade levels are six cents each; directions for use, five cents, manual for all folders, thirty cents A specimen set for each grade level costs fifteen cents. The folders published by the National Association of Secondary-School Principals cost \$ 05 each, \$4 50 per hundred when 500–999 copies are purchased, and \$4 00 per hundred when the order is for 1,000 or more copies. In some situations, records developed by the

staff have been printed by the school printing shop, this costs very little and gives satisfaction to the students who make this contribution to the school

A duplicator which costs from one to two thousand dollars quickly makes copies of records 10 by 11 inches at about two cents each Hand copying may cost as much as one dollar per student when clerical help is obtained at $ 75 to $1 00 an hour The expense of a record should be considered with reference to its service Any record that is not fully and skillfully used is an expensive record

Precautions to Take in the Use of Cumulative Records

Anyone who uses cumulative records should guard against certain tendencies The first is to generalize from single items such as an intelligence quotient, an anecdotal record, a low mark in a subject, a personality rating, or the fact of nationality, race, or religion. It is so easy to assume a stereotype and say, for example, "Italian girls are like that." The personnel worker should take an objective, open-minded attitude and a creative approach to cumulative-record data

The second tendency is to assume that the past always predicts the present—that because the student showed certain interests and behavior during past years, he is sure to be like that now While it is desirable to recognize that the present has grown out of the past, behavior trends can nevertheless be modified This view prevents the counselor from taking a fatalistic attitude toward any student.

A third tendency is for teachers to use facts from the cumulative records to justify their own prejudice or inaction—"How can I teach him anything when he has such a low IQ?"

A fourth is to fail to recognize that the bias or misunderstanding of the person responsible for it may influence a subjective entry. The entry often tells more about the teacher than about the student.

A fifth is to become bogged down in the mechanics of record-keeping and thus lose sight of the essential purpose of records to help the student to understand himself and make wise plans on the basis of this knowledge.

The sixth and perhaps the most serious danger is for the counselor to get a fixed idea about the student and his problems from the record, and then directly or subtly try to impose his own solution upon the student This often happens. Teachers and principals with a tendency to tell and to teach rather than to listen and to learn often feel that they must spend their limited interviewing time in telling the student or the parent exactly what he ought to do. The recipients of this advice usually acquiesce, but fail to put it into practice. This is one reason for

the common comment: "The principal talked to him, but the problem behavior continued"

Evaluation of Cumulative Personnel Records

There is little evidence as to how widely and effectively cumulative records are used. One unpublished report showed that predictions based on a study of all the data on the *American Council Cumulative Record Forms* were superior to predictions based on any other criteria of success in college. Barrett and Markham (4), in a study of the use of records in North Carolina schools, reported an increase of from 58 to 74 per cent in the use of records in the years between 1942 and 1945.

The term *validity* applied to cumulative records refers, first, to whether the record presents conditions as they actually exist This involves both the validity of separate items and the adequacy of the record as a whole. Second, there is a validity of interpretation, which requires seeing relationships and weighing the contribution of each item to the understanding of the student Other things being equal, many sources of information, many kinds of information, and many years of experience on the part of the recorder increase the validity of cumulative records

The evaluation of cumulative records in a school system or single institution requires co-operative study by the staff From a survey the staff can learn who uses the records and for what purpose, and which items are most frequently used. In the Plainfield, New Jersey, High School, where a survey of this kind was made (18), it was found that the records were used by office workers, parents, counselors, and 45 per cent of the faculty The items most frequently consulted by the teachers were scholastic aptitude and other objective test results, and teachers' marks Another survey (23) in the same school over a ten-week period showed that two thirds of the teachers contributed nearly seven hundred anecdotes on 21 per cent of the 1,873 students Further experimentation with these anecdotal records showed that valuable personality data about students' personality can be abstracted for inclusion in the cumulative record.

Whether or not the potential values of cumulative records are realized depends on the form of the record, the provision of time for keeping it, the accuracy and acumen with which it is filled out, and the psychological insight with which it is interpreted The value of records also depends on the philosophy of the school or college, and the qualifications of the staff for their guidance responsibilities in general and for the study of the individual in particular.

Further Research Needed

Investigations on records have been of three kinds descriptions of record systems with little or no evaluation, surveys of the kinds and uses of records in a number of schools and colleges, and experimentation with different forms of records.

Research is needed that will establish a basis for choosing the best record system for a particular situation and for insuring its effective use. This main problem might be attacked in the following ways·

1. By a statistical evaluation of the cumulative record card as a whole and by items, using as criteria scholastic achievement, measures of adjustment, participation in extraclass activities, and students' opinions as to the value of the records to them The inadequacy of these criteria, however, makes an evaluative study on this basis difficult, if not impossible.
2. By a long-time critical study of the use of certain record forms in selected institutions The items tried, found wanting, and discarded after a certain period are of especial interest Surely the personnel worker's thoughtful evaluation of the records he has been using daily over a long period has practical value, even though it may not properly be called research.
3. By applying the results of previous investigations of the items commonly included on existing records Any facts concerning the meaning of separate items or a combination of them are an aid in interpreting records and in eliminating "deadwood" from them.
4. By studying various forms of records such as the graphic, tabular, and narrative with respect to their accuracy, the time required to keep them, and the ease with which one can glean information from them A preliminary comparison of the graphic and tabular forms indicated that the necessary information could be recorded and used with less time and effort when put in tabular form A published example of this type of research is Kornhauser's study of four forms of reference reports or letters of recommendation (25). Form A, which called for a rating of seven traits on a graphic scale with space for additional remarks, Form B, a brief paragraph which asked for an estimate of the student, stating that "specific information concerning personal characteristics and abilities" would be "especially helpful", Form C, which was similar to Form B but had a much longer introductory statement, and Form D, which asked for "rating of intellectual interest as revealed in school work, and for specific evidence on which the rating" was "based." Form A was superior

to Form B when used among friends and previous employers Among teachers, Form D was best and Form A next best There should be more research along this line

5 By experimentation with different methods of making a record system function. From this type of investigation the answers to the following questions might be obtained What use can be made of the record cards by those who do not generally use them now? What information should be kept confidential, and who shall have general access to the files? What are the installation and upkeep costs of different record systems? How can the cumulative information in a central office be summarized and passed on to the teachers and counselors who should use it in their work with individuals and groups? How can teachers be taught to gather significant information and to summarize it in an effective way at the end of the semester or school year? How can every person who uses records be taught to take a constructive, professional attitude toward personal data? This type of administrative research is of great practical importance

6. By studying the time required for obtaining, recording, interpreting, and summarizing different kinds of information

7 By studying the ways in which cumulative records facilitate counseling in different kinds of situations A sound recording of an interview in which the counselor had previously studied the cumulative record of the counselee could be analyzed and compared with a recording of one in which he had not studied it Introspective reports could also be obtained from counselors, describing the ways in which records have aided or hindered them in recognizing, reflecting, and interpreting a counselee's feeling

Concluding Statement

Personnel records are important only as they contribute to the development and guidance of individuals They do this not only by giving a picture of the individual's needs, abilities, capacities, and interests at any one time, but also by showing trends in his development—the road by which he has traveled in reaching a certain status. Moreover, the ideal record has a dynamic effect on the curriculum and on the personnel point of view of every person in the institution, including the teacher, the adviser, and the student himself

An ideal record system might well combine the American Council type of cumulative record folder with a supplementary folder containing detailed observation of the student's behavior, reports of interviews and conferences with him, samples of his work, and other evidences of his development. The entire folder, containing much or little information,

should be summarized periodically to show the student's potentialities, the progress he is making toward their realization, and the best ways to develop them further. This task obviously requires psychological knowledge and skill

The problem that confronts every personnel worker is to decide how much of this ideal system it is possible and practical to introduce in a particular situation with limited clerical assistance, time, and understanding on the part of staff members Certainly his own limited time and strength should not be diverted to record keeping, to the neglect of other important functions In general, the personnel worker should not attempt to keep more elaborate records than he can actually use to aid the best development of students

CHAPTER VIII

The Case Study

The relations among observation, cumulative or developmental records, the case history, and the case study may be made clearer if we arrange them in a sequence

Observation—unrecorded

Anecdotal record—recorded

Anecdotal summary—a brief descriptive summary of observations

Rating scale—descriptive items marked on the basis of previous observation

Developmental record card—significant information, mostly quantitative, from many sources

Developmental record folder—more descriptive data

Life history—periodic synthesis of information—a more detailed and descriptive developmental record, focusing attention on developmental sequences, written by someone other than the client

Case study—intensive analysis of the present situation, focused on the aspects that seem to be causing the difficulty in adjustment

The oldest record of a case study has been dated 4000 B.C.—a record of child placement From that time to the present the technic of the case study has been developed in many fields, notably social case work, medicine, law, psychiatry, and education

Pedagogical case work has followed a line of development similar to that of social case work In the beginning, case studies were made only of students manifesting marked problem behavior The emphasis was remedial. The next stage in development was marked by a fuller appreciation of individual differences and of the complexity of personality. Finally, the case study was recognized as an aid in helping every individual to realize his potentialities

The case study in personnel work is *not* an end in itself. It is not a collection of interesting gossip and irrelevant details, nor a mere record of observation, test results, and interviews It is always concerned with human needs. It is made for the purpose of helping persons. Therefore, as Traxler said, "Every case study implies treatment" (87 604).

The Case Study Described

The case study is a synthesis and interpretation of information about a person and his relationship to his environment, collected by means of many technics If the individual has been parceled out to specialists, the case study attempts to put him together again At its best, it is a personality picture that becomes clearer and more lifelike as each new item is added By preserving details that would otherwise be lost or distorted by lapse of time, a case study makes possible a comparison of conflicting evidence or a reinforcement and clarification of initial impressions. Trends, too, are revealed To accomplish these ends requires psychological insight and critical thinking based on the best available data viewed as a whole The case study helps the counselor understand the nature and causes of an individual's behavior, personality trends, and difficulties in adjustment In the dynamic case study, therapy is interwoven with diagnosis.

The case study goes beyond the case history, which systematically traces the individual's development, ideally beginning with direct observation at an early age The case study leads to case work, which carries out the treatment indicated by the interpretation of case-history data Thus the cycle of case history, case study, and case work is completed

UNDERLYING THEORY

For many years the aim of social work has been to help the individual help himself—develop to his fullest capacity in a social group (65, 77, 86). In other words, the self-determination of the client is the supreme goal of the process. This corresponds to the more recent psychological emphasis on self-actualization and self-realization. Social workers have also manifested a deep respect for every individual—for the principle that no one is insignificant, that everyone has strengths and resources within himself

The focus in social work has shifted from an individual with a problem to "an individual with a certain capacity for a relationship" (82: 136). Robinson in 1939 developed this view of social work If the case worker

can further accept her rôle purposively and intelligently as a dynamic factor of [the client's] environment at the crucial point of his coming for help, this cross-

section may become a growing, changing point out of which a new orientation may develop" (68 143) (Reprinted from *A Changing Psychology in Social Case Work* by Virginia P Robinson by permission of the University of North Carolina Press Copyright, 1936, by the University of North Carolina Press)

The case worker is family centered and community centered rather than client centered, he recognizes keenly the interdependence of people. He sees the client in his "tangled social relationships" and recognizes that no man stands alone. What he is, depends a great deal on his social environment, on persons' expectations of him, on the responsibilities he assumes, and on his success in meeting these varied demands. This is a more highly psychosocial point of view than that of the nondirective counselor, who focuses his attention on the individual in the interview situation, often with too little recognition of his actual living conditions. The case worker tries to understand the dynamic interaction of forces influencing the individual in his life environment, as well as in the counseling relationship

Social workers have frequently made reference to the art of listening. In fact, five thousand years ago an Egyptian wrote

> If you are in the position of one to whom petitions are made, be courteous and listen to the petitioner's story Do not stop his words until he has poured out all that he came to say A man with a grievance loves the official who will accept what he states and let him talk out his troubles fully A kind word will illuminate his heart, but if an official stops the flow of his words people will say, "Why should that fellow have the power to behave this way?"

Effective case work stems from this sort of philosophy, and is suitable to the family, school, and community setting within which it is practiced.

Forms of Case History and Case Study

CASE HISTORY

Some case histories are little more than expanded cumulative personnel records The complete case history is comprehensive (56, 80), it is based on clinical experience, and is justified psychologically Efforts have been made to make it as objective and verifiable as possible (76).

Every counselor should analyze his procedure in order to ascertain the kind of case-history data he needs. Case workers usually seek information of the following kinds

1. First impressions of the person and his problem.
2. Family history, including information about the emotional relationships in the home and neighborhood—the attitude of the parents to each other and to their children, of the children to the parents, and

of the children toward one another, information concerning the child's play group or lack of companions.

3. Developmental history, including an account of any early experiences that may be influencing the child's present behavior for example, experiences connected with the conditions of birth, feeding and other routines, speech, walking, illnesses, and shocking or traumatic experiences
4. School history, including data on the distribution of intelligence and social background in the group as a whole, the individual's achievement in different subjects, his record as to absence and tardiness, special promotions, or other events.
5. Data on the child's present mental ability and achievement (from standardized tests, informal tests, and observation), his habits of work, attitudes, fears, sex habits and information, his interests, his relationships with his peers, with younger children, with adults, his use of leisure, special abilities, personality trends (from observation, personal documents written by students, etc).
6. Educational and vocational plans; life purposes and goals
7. Interpretation and synthesis of data, with indications for treatment

Difficulties in collecting accurate information should be recognized. In general, women know family history better than men, but both men and women tend to forget conditions leading up to important events in their lives. There is also a tendency for people to answer in the negative questions they do not understand, rarely does a person say, "I don't know " In addition to the inaccuracy of ignorance, the case worker often encounters emotional resistance. This he must try to avoid by establishing a relationship in which resistance is unnecessary. If the case history is too limited in scope, or if it gives a disproportionate emphasis to one type of information, such as family history, to the neglect of other aspects of the person's life, it will not reveal his personality and needs.

The best criterion for judging the content of a case history is the degree to which it suggests sound treatment based upon the needs of the individual.

TRADITIONAL CASE STUDY

The traditional case-study approach has, in practice, been systematic, counselor directed, and primarily diagnostic. In this approach, the counselor collects early in the counseling process the kinds of information that are most likely to give understanding of the individual He synthesizes this information and uses it to select, direct, and evaluate the treatment.

CLIENT-CENTERED CASE STUDY

In the client-centered approach, the counselor accumulates only the information that the client is ready to give. In its extreme form, this type of case study represents exclusively the client's view of himself, his environment, and the conditions that have made him what he is. Rogers presented this view very clearly when he said

> Instead of elaborate case histories full of information about the person as an object, we would endeavor to develop ways of seeing his situation, his past, and himself, as these objects appear to him We would try to see with him, rather than to evaluate him (71·367)

According to this view, the important thing is not the person's world as others see it, but as he himself sees it, with all the personal meaning it has to him This is, indeed, an important part of the case study.

CLIENT-IN-HIS-ENVIRONMENT CASE STUDY

An understanding of the individual's personal world of feeling and meaning, combined with a knowledge of his external world, would seem to give the counselor the best background for helping the individual to adjust to reality. In the modified nondirective approach, case-history data may be obtained by another worker, or the counselor may consult accumulated, recorded information. During the counseling process, other more objective sources of data may be obtained at the request, or at least with the consent, of the counselee These include observation of the client at work or at play, reports of medical examinations, results of standardized tests, home visits, and interviews with persons who have contact with him.

THE CASE CONFERENCE

The case conference, as defined here, is a group case study A small group of persons who have been called together, systematically present, synthesize, and interpret from many angles the known facts about an individual In a school or college setting, the guidance staff, which forms the nucleus of the conference, invites the attendance of teachers and representatives of agencies who have had contact with the case or who may be helpful in supplying information and in making and carrying out recommendations. Fenton stated that the conscientious teacher is likely to spend much more time alone trying to understand and help the student than he would spend in a case conference (22 76)

Those who have held case conferences are enthusiastic about their

value Fenton believes that a systematic group discussion is valuable for all the children in the school, not primarily for behavior problems or cases of failure in school work (22 77). Holding case conferences for brilliant students or for those with vocational problems, gives the guidance office a positive aura and personnel work a developmental rather than a remedial emphasis It is one means of making teachers and counselors more student centered. Moreover, no one who attends a comprehensive case conference can fail to realize the interrelationship of physical, intellectual, social, and emotional factors As teachers become more alert to sequences of behavior, they will detect problems earlier and will thus prevent many of them from becoming serious Holmer stated that case conferences "are probably much more valuable and important than any other form of mental hygiene education" (38 211)

Some years ago the University High School of Oakland, California, used the case conference for both well-adjusted and maladjusted students Brown (10) mentioned three values of the case conference: to yield additional information about the student, to reveal problems that need attention, and to translate case-study data into "a constructive program of guidance for the individual " In conferences in which teachers participate, the teacher's change in attitude toward the student is, according to Fenton, worth many times the amount of time and energy which the conference demands (22 76).

In describing the case-conference method, Fenton (22· ch V) emphasized its importance as a co-operative effort in which attention is focused on the welfare of the child At the conference the case should be viewed in perspective, and tentative recommendations for counseling or for modifications in the environment should be evolved These recommendations should be carried out promptly with the co-operation of the parents whenever such co-operation is desirable and possible (22) Both Fenton and Hahn (28) have expressed the opinion that teachers who have close contact with the student should be invited but not compelled to attend his case conference If they attend, they should feel that their opinion really matters and that their help is appreciated

Case conferences may be scheduled regularly during the school year as they are in a public school system (88 82–86), or called only once or twice a month. A regular time and a fixed meeting place are desirable

The case conference is not without its hazards Persons who have not developed a professional attitude toward personal data are tempted to gossip or to speak in public about the facts they hear in the case conference This should be avoided Then, too, the points of view of persons trained in different schools of thought may clash in the case conference. Such opposition should be used to generate light rather than heat

THE SHORT-CONTACT CASE[1]

A short-contact case is one in which the amount of time the counselor spends with the individual is limited by circumstances that prevent their meeting again, by pressure of "a long line of waiting applicants," or by the nature of the problem. In schools and colleges, teachers and counselors have many short contacts Some last twenty to thirty minutes, many are even shorter.

Examples of short-contact cases. A young man came to the counselor for help in applying for a job He said, "I'm afraid to talk to employers. I don't know what to say What shall I do? I've been referred for a job, but I don't know whether I want it, and yet I know I should take it, if it is offered to me" His manner was nervous and excited. He needed counseling at once Assuming that this was the counselor's only chance to help this student, what could he do in the twenty minutes at his disposal? Actually, the counselor spent the time in role playing—he took the part of the employer and conducted an imaginary interview. This seemed to be the best use of the limited time to help the student meet an immediate, threatening situation.

Another example of a short-contact case was reported in an unpublished paper by Florence M. Errant, a high school health education teacher. In her classes she observed students who needed counseling, but she had only an hour or two to give to them One student, Edith, a junior in high school, was an only child. She first attracted the attention of the health teacher by her untidy appearance. Her program counselor reported that she was failing in all subjects although her intelligence was better than that of the average college freshman. She had not responded to either persuasion or scolding and could not be roused from her complete lack of interest In class she made no effort to speak to anyone around her and seemed absorbed in her own thoughts The contents of her notebook were illegible

A conference with Edith's mother confirmed the health teacher's impression of a withdrawn, unhappy child The mother said that Edith remained in her room alone a great deal, often cried herself to sleep, talked very little at table, and did nothing to improve her personal appearance except under pressure She attributed Edith's apathy to having been blackballed by a sorority She realized that the girl needed psychiatric help but said that her husband would not consider it The mother asked the health teacher to have some conferences with Edith.

For the first interview Edith was twenty-five minutes late, she had forgotten to come. The teacher explained that her mother had requested

[1] See pages 107–110 on the short interview

some conferences, which they could have once a week. The girl used most of the interview time in attempting to explain her failing work, her careless appearance, and her lack of interest She said she felt alone both at home and at school At home her parents quarreled, each tried to gain her support against the other. During the eighth and ninth grades, she said, she had had many friends, was popular with boys, and had had a wonderful time. But now that was all over. The health teacher listened, for the most part, indicating acceptance. She made some attempt to interpret Edith's parents to her, and suggested her joining outside clubs When the sorority situation was mentioned, Edith seemed embarrassed and did not want to talk about it When the health teacher suggested that it sometimes helps a person to talk about things that are bothering her, Edith told somewhat evasively about not being invited to join the sorority The worst part of the experience, apparently, was that the girls had dropped her afterward

In the second conference, which lasted an hour and a half, Edith described a compulsive feeling that made her do things she didn't want to do, such as antagonize her boy friend, she said she would be chatting with her boy friend and suddenly "the thing," as she called this feeling, would come between them In this interview the health teacher saw clearly that the girl needed more expert help than she could give The girl's extreme behavior, the family conflicts, the father's opposition to his daughter's having psychiatric help—all indicated to the teacher that the case should be referred

Short contacts like this make counselors aware of the need for much more numerous, longer, and more skillful interviews with certain students If counselors could develop effective teacher-counselors who would do most of the developmental guidance, they would save time for the cases that require more than a short contact

The technic of the short contact The short contact usually requires greater skill on the part of the counselor than the long series of interviews There is no time to correct errors The counselor must be alert to catch clues and keen to observe indications of the client's attitudes from his way of saying things, the order in which he talks about the various factors, and his expressive movements The more training and experience the counselor has had, the more accurately he will see relationships and probable sequences of behavior Perhaps the greatest skill of all is required to sense whether any help can be given in the short time available or whether it is best to do nothing under the circumstances

Essentially, however, the technics of the short contact are similar to those of the longer case: the counselor obtains for his own or

available background information before the interview, gives an understanding of the kind of service he can offer, observes the client and his reactions to a friend or relative or to other persons, listens intently while the client talks about the situation and his relation to it, interprets and gives information as the client shows readiness for it, and helps him to plan the next steps in his thinking or action

Rogers has strongly advocated the nondirective method even in the short contact He believes a directive technic leaves the client confused and resentful, whereas a well-conducted nondirective short contact may send him away

> without, to be sure, any artificial "solution" to his problem, but with his situation more clearly defined in his own mind, with possible choices clarified, and with the comforting reassurance that someone has understood him and, in spite of his problems and attitudes, has been able to accept him (69 172) (Reprinted from *Counseling and Psychotherapy*, by Carl R Rogers, by permission of Houghton Mifflin Company Copyright 1942 by Houghton Mifflin Company)

As in the longer contacts, the counselor uses the relationship as a growth experience for the client. Sargent (75) described the use of the nondirective approach in the single interview. In summary, she said

> It seems extremely doubtful whether growth toward insight can ever be regarded as a liability, or that action instigated from without is ever more effective than in the case of the proverbial horse led to water (75 190).

Social case workers, however, would use methods other than the nondirective and they have a good word to say for the giving of suggestions and information in the short contact. In the short contact especially, diagnosis and treatment go on simultaneously.

Reynolds suggested the use of a "*sample situation* [which] gives the applicant an opportunity to act as he feels and so perhaps to reveal something of himself" (66 20). She also said that there are certain common-sense suggestions—practical things the client can do before an exact diagnosis has been made. For example, a high school girl consciously tried to recognize the other person's point of view instead of immediately making a destructive criticism. Thus she was able to "get the feel" of an experience in which persons would respond to her more favorably. This experience of success in her social relations seemed to help her more than hours of talking. One great value of such positive suggestions is that they make the client feel that he is making progress—really doing something about his problem In summing up the technic of the short contact, Reynolds stated that counselors should be trained

> to a focusing of their attention on the person before them and the situation he presents rather than to a preoccupation with information-getting and theorizing

which are justified more as security devices for the social workers than for any value to the client (66 106)

In the short contact the counselor gives only as much help as the counselee needs in order to take the next step He tries to stimulate him to keep on thinking about the problem after the interview, to "mull" over the ideas that have been brought up Reynolds summed up the values of the short contact as follows

> Case work, then, sees the client in his tangled social relationships, counsels with him so as to stimulate his maximum effort on his own behalf, fills in where his knowledge is lacking, his opportunities are meager and where his courage would fail without a relationship of confidence with an understanding professional person (66 11)

Nonschool situations in which the short contact is employed The very short contact was used in the Armed Forces for screening purposes that is, to indicate which cases should be referred to social workers, counselors, and psychiatrists (19, 46, 54) Another use of the short-contact technic is in interviews between students, teachers, and supervisors in institutions for the education of teachers (47)

In the United Services Organization and agencies such as the Travelers Aid, the short contact has been used to give the client an opportunity to view his situation objectively and to orient himself in relation to it. Sensing the worker's understanding attitude, the client responds to it, talks freely, and "listens to his own story from a new point of view and with a new perspective" (93 74) He is encouraged to face his own problem, suggest and evaluate solutions, and test them against his unexpressed wishes

Values of the short contact. The purposes which the short contact may serve are similar to those already mentioned for the short interview

1 To give the client relief from the tensions and the pressures of his immediate problem. "Immediate causes of worry must be lessened, security increased" (93.40) "The present and immediate future are the points in time which have the greatest recognized significance to the client" (93 42).
2. To give the client a sense of having someone who understands and shares his problem—to remove his feeling of bearing a solitary burden (43)
3 To "place the problem"—to enable the client to see what *is* the problem, the extraneous factors that have clouded the issue are removed and he can see the other side of his feelings.
4 To enable the client to look at his problem with a "certain hopefulness and ability to handle it himself" (51 192).

5 To allow the worker to bring to the client new information that he needs in solving his problem
6 To encourage the client to "talk out his attitudes" There is a full acceptance of the client as he is, no matter what the worker's evaluation of his behavior or social inadequacies may be Even in the short contact the worker does not go into aspects for which the client is not ready or about which he can do nothing He does, however, turn as soon as possible to practical considerations
7. To prevent any dependency by the client on the worker or on the agency Instead, the client's part is dynamically and positively emphasized with an attitude of expectancy which "makes the relationship a favorable environment in which strengths may emerge" (93 55). Successful handling of a short contact may pave the way for deeper therapy, if it is needed later on Moreover, by working out some immediate problems, the client gains courage and skill to meet other difficulties as they arise (21)

The short contact is misused when there is no interplay between worker and client, when it is employed primarily because the worker's case load is too heavy to permit more time for each client, when the worker, not adequately trained, replaces sensitivity to the situation by a formula, when the worker attempts too much in a brief contact or attempts to force his decisions upon the client in order to save time (93).

Examples of Case Studies

Case studies vary in length from that of Evangeline—"She met him, she loved him, he wooed her, she kissed him, he died"—to documents 150 pages long. Typical of the comprehensive case study are those made in the Adolescent Study financed by the General Education Board (9) and the studies of Harvard freshmen requiring forty hours of interviewing, testing, and observation (58) One of the Harvard cases is reported in detail in the *Journal of Abnormal and Social Psychology* (91). White (90) made a similarly detailed case study of an adolescent crisis in the development of ego structure. The detail in White's article is especially helpful to counselors learning to interpret case-study data

A number of psychiatric and psychoanalytical studies have been published, for example, a very detailed record of a young man of considerable promise who felt that life had no interest for him (7) An entire book of case studies (13) is valuable in showing concretely the methods employed by various therapists The role of the psychologist in the process of making a psychiatric case study, using a test battery similar to Rapaport's, was described in a case study of a psychotic ex-soldier (72)

Carpenter (15) reported case studies of adolescent girls of average

intelligence, and Jones (43, 44) used case-study data to clarify principles of adolescent development A case study of a college girl (62) illustrates the relation of social status to an individual's maladjustment Incidentally, the subject's responses on the *Thematic Apperception Test* and their interpretation are a feature of this case study

Detailed case studies of children, recording their hunger for love and recognition and their ways of satisfying this need, were reported by Hamilton (32), Garret (25), and Buxbaum (14).

Thorne (85) presented the case of a persecuted child and showed how the case study helped to uncover causes of maladjustment and to modify behavior and attitudes that had previously led to it

A case in which individual and group therapy were integrated was reported by Miller and Slavson (55).

Case studies of normal and superior persons are illustrated by the Harvard Psychological Clinic studies (58, 91), by Jenkins' case studies of Negro children with a Binet IQ of 160 or above (41), and by Munroe's careful analysis of the use of three methods—the Rorschach, graphological analysis, and appraisal of spontaneous drawings—as applied to Sally (57) McKinney (52) compared the responses made by 210 college students having emotional problems with those of 208 unselected students He found similarities between the two groups, but differences also The unselected group were much more socially oriented, they gave greater evidence of being happy, objective, realistic, well integrated, and effectively motivated

Descriptions of cases such as teachers are likely to meet in their classrooms are presented in each issue of *Understanding the Child* References to a few cases in this series are given in the bibliography (4, 60, 63) One case (1) showed how a teacher-therapist helped a boy to recognize and understand "his underlying feelings and conflicting desires" The use of art therapy with a ten-year-old boy, as related to his ego development and sexual enlightenment, was described in another case study (59). A ten-year-old from a highly delinquent neighborhood (64) was helped through spontaneous conversation and through making school adjustments indicated by his need No regular interviews were scheduled Through her consistent friendship and positive attitude, the teacher helped him to think of himself as a worth-while person who had both skill with his hands and a friendly, outgoing personality

Case studies of twins (12) have significance for research on the influence of heredity and environment as well as for the methodology of the case study

The use of case studies of family life to help parents develop insight into family problems was described by Rice (67)

In a most unusual and valuable piece of research a prognosis made

on the basis of a case study of a girl at the age of fifteen was followed until the subject reached the age of forty (27) It was then found that the conditions which might have led to a mental breakdown had not occurred, the most important conditions predicated as essential to satisfactory adjustment—marriage and children—had been fulfilled.

Case studies written for teaching purposes are valuable· for example, *The Case of Mickey Murphy* and *A Study of Barry Black and Connie Cases* (5) These direct the reader's attention to the completeness and soundness of the information, its interpretation, and the appropriateness of follow-up measures.

Trends in Case Study

The systematic cataloging of facts about the individual is giving way to an emphasis on the importance of the dynamics of his present adjustment. This emphasis has led to greater individualization of the data, and the devoting of more space to the client's present relationships, attitudes, needs, and orientation to his environment, less to background information about grandparents, parents, and childhood experiences (48) Skillful case recording is highly selective.

Another emphasis is that of building on the individual's strengths and on recognizing and utilizing the positive factors in his environment

The client's own view of the meaning of his behavior (30) is also being emphasized Rogers (69) has done much to increase the counselor's awareness of the subject's feelings about the situation, and has thus influenced the content of the case study

Developing a core of case-work skill and knowledge for use in short-time contacts is another trend Counseling time in secondary schools and colleges has always been limited, and the shortage of case workers during the war has led to increased interest in the short-contact case.

The trend toward introducing experimental situations in the case study is illustrated by the intensive case studies made by workers in the Harvard Psychological Clinic (91). Two diagnostic councils spent many hours interpreting the data as they were collected, and at the end came together to compare and discuss the personality pictures or "realistic synthesis" they had arrived at independently. Four types of experiments were introduced into the case-study procedures to measure behavior under stress Of especial interest was one to determine the subject's "reactions to experimentally induced failure"—his "frustration-tolerance" for failure and his methods of meeting stress

The trend in social as well as in educational case work is toward preventing breakdowns by reaching out to normal individuals and families. Instead of being an exceptional service associated with personal

or family disorganization, case work and counseling "can play as vital a role in our life system as education and medicine" (95 111) More case studies are being made of normal students.

Values of the Case Study

The case study has many uses, similiar to those already described for the cumulative record (see pages 193–198). Several articles have been written on the use of case-study procedures in guidance (3, 24, 87) As corollaries of its main purpose, which is to reduce, through study of personality trends, the tensions, pressures, and frustrations that are preventing the individual from using his energy to good advantage, the following values may be noted.

1 The case history obtained by the intake interviewer gives a basis for selecting the counselor or agency that can offer the individual the kind of help he needs
2. The case study made by the counselor serves as a point of departure in each interview. By having this background, the counselor is helped to understand the counselee, to reflect and interpret his feelings, and to help him make realistic plans The case study gives continuity to the counseling interviews. In educational guidance the case study calls attention to important characteristics and conditions that may be responsible for the discrepancy between a student's intelligence and his achievement (89)
3 To the counselor contacting an individual for the first time, the case-study data previously collected give valuable initial understanding, provided that the counselor does not impose the impression he has gained from the record upon the client.
4 The comprehensive case study gives the counselor a better understanding of the person and his problems of adjustment (30, 31) The case record of greatest value to the personnel worker resembles the social case record in a number of ways It is a study of a person in his social setting, not of an individual abstracted from his environment It should be written to suit the case, not cut according to any one recommended pattern. It should not be limited to descriptive material, but should always select, interpret, and evaluate the facts with a view to doing something about them. In child guidance the use of case-study and testing methods is presented briefly but concretely in a chapter by Symonds (81).
5. The case study may suggest desirable changes that may be made in an individual's environment, often without any personal contact. Much effective guidance in schools and colleges can be done indirectly if the counselor has a picture of the conditions that are influencing a

student's behavior. If an environment conducive to healthy growth could be provided for every student, much serious maladjustment would be avoided It is difficult to make any suggestions as to avenues of adjustment, for they vary with the individual case Counselors frequently recommend some modification or change of environment, and it is sometimes the best step Too often, however, parents send a child away from home with his problems still unsolved, in the vain hope that the new situation in itself will solve them. A change of friends is likewise frequently indicated by a case history. The individual may need friends who will introduce him to new interests, ideals, and satisfactions. Often this is an effective first step

A process of re-education under sympathetic, intelligent supervision is indicated by other case histories The assistance of a "Big Brother" or "Big Sister," counselor, or member of the faculty may be enlisted for this purpose Sometimes the approach must be made to the parents if it is their attitudes toward the student that seem to be causing his difficulty. However, the personnel worker must remember that the parent is not a problem parent because he wants to be. In cases of poor social adjustment, one of the most successful approaches is that of teaching the individual certain necessary social skills such as dancing, popular sports, accepted rules of etiquette, and the technics of getting along with people. These are, in a sense, all environmental modifications that may be suggested by the case study. However, we must recognize that the counselor himself does not know all the answers, as is shown by the diverse interpretations of the same case study He is often in the dark as to the meaning of complex human behavior and the best path to adjustment for the individual This is another reason why he would avoid being directive.

6 The student himself may make use of the case study as interpreted by his counselor It is important for him to understand influences that are affecting his achievement and happiness. His own diagnosis may be right on the whole, but it can usually be improved and reinforced by the use of counseling technics other than the nondirective interview Although he may gain much understanding through thinking things through himself, he occasionally needs new facts with which to think This is especially true in educational and vocational guidance When the student reaches an impasse in his thinking and feels the need of accurate, definite information, it is then that the counselor can helpfully serve as a consultant or resource He can perform this function without making the student feel that he has lapsed into dependence In fact, the student has shown a desirable type of

independence in using the resources at hand in order to plan more wisely.

A good plan in the mind of the counselor is not enough to ensure the student's successful adjustment The student must share in the development of the plan using the counselor as a catalytic agent and a resource. Moreover, as has been emphasized in the chapter on the interview, he must have confidence in the personnel worker The worker may gain this confidence by convincing the student that he appreciates and understands him The reputation and personality of the case worker, the problems he has solved in his own life, and his philosophy of life are essential factors in his success

7. In the training of counselors, detailed case studies serve two purposes to help counselors understand personality and behavior, and to serve as a basis for their study of the technics of collecting, recording, and interpreting case-history data (73).

   The case study is equally useful in the education of teachers-in-training and teachers-in-service. Analysis and discussion of the kind of cases with which they have to deal will increase their understanding of children and adolescents and of ways of helping them grow toward maturity Making a case study stimulates a teacher's powers of observation and his sensitivity to children's problems and needs, and increases his determination to meet students' needs by means of improved counseling, curriculum, and instruction

The Case-Study Process

NEED FOR BACKGROUND OF KNOWLEDGE

The personnel worker needs a background of knowledge and experience in order to make a successful case study. The general fields of knowledge which are of greatest usefulness are psychology and sociology. The case worker needs specific knowledge of the problems, interests, and philosophy of youth, the social needs of young people, the psychology of childhood and adolescence, abnormal psychology, environmental forces beneficial to the individual, sociological factors in personal adjustment, the psychology of personality and of learning. Such a background of technical knowledge gives the personnel worker a conviction that the psychic world is law abiding and that conduct is modifiable: if one fulfills certain conditions, he gets certain results "The mind does not give something for nothing, but it never cheats" (83:248) A fundamental knowledge of psychology also develops in the personnel worker the genetic conception of dealing with difficulties—the conception that no personality problem is static, it has a long history.

If the case worker has a broad background of psychology and sociol-

ogy, he is more likely to avoid bias He will not tend to seek the cause of maladjustment in any one area—in physical defects or shocks, disease, hereditary nervous instability, lack of development on the intellectual side, in the physical environment, or in companions He will recognize the multiple causation of maladjustment, the many factors that influence human behavior, the clash of impulses within the individual, the complex of conflicting forces in his environment. All of these exert some influence on the individual Each enters to a certain degree into every case But none acts alone Poverty alone, illness alone, retarded mental development alone—none is sufficient to account for a neurosis. If the personnel worker has a broad theoretical background for his work, he will not emphasize one aspect to the neglect of others

Nor will he overemphasize any one kind of treatment Each case is unique No blueprint can be given It would be convenient if a ready-made formula for treating different types of cases were available so that one might say, "Here's a case of stealing—well, this is the thing to do about it" But there is no prescribed way of dealing with individuals. Nor is there any substitute for intelligence on the part of a teacher or counselor. Just as it is a mistake to attribute all kinds of difficulties to a single cause, so it is equally erroneous to try to cure all kinds of maladjustment by a single kind of therapy.

In some cases specific action is basic, e.g. to improve the individual's health and the health of the community In other cases the separation of companions who have a bad influence on each other is the most effective procedure. In still other cases a change of attitude may be brought about by prayer, by suggestions, or by some other means. The mere knowledge that certain symptoms are common is sometimes enough to prevent fear of an abnormal condition Hydrotherapy and shock therapy appear to benefit some people In one case, the individual needs sympathy and affection, while in another case unwise use of sympathy may reinforce certain undesirable mental mechanisms It is obvious that the case worker needs as rich a background of knowledge as possible in order to meet the special needs of each person

SPECIFIC INFORMATION OF LOCAL SITUATION

To this background knowledge must be added specific information about the local situation. community resources for recreation, reading, education, and social contacts; requirements for graduation and for entrance to higher institutions, vocational opportunities, including part-time employment, available loans and scholarships, co-operating agencies in the school and in the community, and special strains and conflicts in the home, school, or neighborhood.

PRELIMINARY CONSIDERATIONS

Granted that the personnel worker possesses an adequate background of knowledge for making case studies, he may expedite the process by taking certain steps These may be indicated by the following questions which he should ask himself, in this order

1. Am I the best person to handle this case?
2. Is a brief or an extensive treatment indicated?
3. What is the problem as it comes to me? What is the individual's account of the matter?
4. What information is already available?
5. If time is limited, what areas does it seem most important to explore first? If, for example, the apparent problem is failure in school work, the student's previous school record and his scores on intelligence and achievement tests should usually be obtained at once

Whether or not the case is one which the personnel worker in a particular institution should handle depends upon a number of factors the age of the individual, the extent to which the conditions causing the difficulty can be modified, the acuteness and completeness of the individual's alienation from constructive factors, the insight he brings to the situation, the duration of the difficulty, and the other facilities available If the individual is young and not "set in his ways," if he has insight into his problems, if the physical factors can be remedied, the school and home factors altered, and if the personnel worker has the necessary specialized knowledge, he may handle the case successfully

The personnel worker starts with knowledge already in his possession regarding the individual case After additional details have been added by means of various technics, he will see gaps in his information which he will seek to fill His success will depend, to a large extent, on his skill in not appearing inquisitive, in not trying to hurry confidences, and in encouraging the individual and his family to take initiative and responsibility for solving the problem which they clearly identify as theirs.

Concrete and specific evidence of various kinds of behavior is necessary as a basis for making generalizations For example, in the case of a boy who was making a poor social adjustment, other boys were asked why they disliked him One said, "He took away my ball." Another said, "He pushes ahead of you and tries to get your place " Specific reactions of this kind show the individual the kind of behavior he should avoid

In many clinics the staff meets to hear the parent's and the child's versions of the story and then decides whether the case should have short or long treatment The short case study takes about four hours. In this length of time recommendations are made and the case is dis-

missed. Long case studies involving difficult problems of adolescent adjustment are sometimes carried on for years

HOW UNDERSTANDING GROWS

In the making of a case study the counselor may gain initial understanding of the person from available records or from his initial interview. In his first contact the worker, first of all, tries to create an atmosphere in which the person feels free to express his real feelings and desires and to reveal his true capacities The counselor depends a great deal on observation, exploratory observation often reveals significant attitudes and patterns of behavior

Case work can be greatly improved by continuous insightful understanding and sensitivity during the process In the client-centered approach, the personality picture emerges as the interviews continue Rogers gave the following example of the unfolding of understanding in a series of client-centered interviews

> A mother comes to the psychological clinic for help with her two-and-a-half-year-old boy At first her problem is the boy's fears, when this is accepted, it is his habit-training, when this is reflected, it is the father's attachment to the boy, which is so deep that it makes her jealous, when this is faced, she can admit that she has never wanted the boy, finally, confronting this fact, she can gradually discuss her deeper problem that she is afraid that she is losing the love of her husband (70 279)

Rogers claimed that the counselor gains a deep understanding of a person by listening intently to what he says without the distraction of trying "to decide what question he shall ask next" (70 281) As he listens, he relates what the individual says to his background and needs He tries to recognize the most significant feelings and ideas and to relate them to the total pattern of mounting understanding

A girl seventeen years old brought out her major preoccupations in the first interview—her horror of insanity, her fear of the male world, her overconcern with rules of behavior, her low evaluation of herself She used words as a façade, almost believing them a reality, this kind of talking did not clarify the situation. The counselor could not find out how the girl really regarded her relations with her mother, whether her feeling was fear or fascination, but her extreme anxiety was evident in her manner and in the strange drawings of abnormal persons, which she made. The Rorschach test showed potential abilities not evident in her present behavior

Explanations of this girl's warped self-concept and immature behavior began to emerge from the interviews with the mother. In these it became clear that the mother had wanted to get rid of the child, that

she was imposing on the girl her own antagonistic attitude toward the male world, and that she was completely dominating her The mother seemed to have a need to reduce the daughter to abject dependence upon her As the interviews continued, it became clearer that the counselor could not help the girl except by helping the mother The possibility of treating the girl in an institution was considered, but she was not ill enough to be accepted in a mental hospital, and she was too old for treatment in a child guidance clinic Job possibilities were explored with the idea that her skill in technical drawing might be capitalized The normal instability of adolescence was favorable to effecting changes at this time As the understanding of the girl in her environment developed further in the case study, it became clearer that there must be concerted action and that the girl must gain economic independence. This seemed to be the only hope of freeing her from a lifetime of subjugation to her mother.

The brief syntheses of case-study data, given in these two pages, are included to show how organic a case study is, it is a growing, unfolding understanding of the individual In making a case study, the counselor starts with the available cumulative data and with his first impressions From then on he relates each additional item of information to the personality Gestalt that becomes clearer with each contact To obtain a dynamic picture, he asks himself What needs are indicated by the individual's attitude, words, and actions Asch described this process as follows

> we form an impression of the entire person We see a person as consisting not of these and those independent traits (or of the sum of mutually modified traits), but we try to get at the root of the personality This would involve that the traits are perceived in relation to each other in their proper place within the given personality (2 259)

RECORDING SIGNIFICANT INFORMATION

The counselor may increase the accuracy of case-study data by recording statements during or immediately after the interview, as accurately as possible in the individual's own vernacular, and by checking information obtained from one source by other sources Inaccuracy creeps into the case study when the interviewer delays writing up the material, or records some of it inaccurately, or misunderstands some of the facts Sound recording, which is now being widely used, is by far the most satisfactory method for obtaining detailed case-study data.

Discrepancies within a case study may be due to bias, particular interests, or variations in skill on the part of different workers; to changes

that have actually taken place in the student, or to different reactions on his part evoked by different environments and different approaches. It is important to follow up leads suggested by these discrepancies and to try to find out why the individuals have reacted as they did.

There is also the inaccuracy of wrong interpretation Even direct quotations, valuable as they are in giving insight into attitudes, may convey a slightly different meaning to the personnel worker than the subject intended. Some contributions of importance may be omitted because the worker does not recognize their significance or because they have touched a conflict area in his own thinking

The difficulty of selecting significant information relevant to the case is intensified by the limitations on the time a personnel worker can devote to case-study work If he cannot find the time required to make an entirely satisfactory case study, his only recourse is to select those areas which, in his opinion, are most important for study An intensive study of crucial areas is better than a superficial study of all the areas mentioned in a complete outline for a case history. A large part of the skill in making a case study consists in sensing the significant lines of investigation in a particular case and in working back from the student's present attitudes and tensions to their probable origins. "In an ultimate sense only the trained diagnostician can write a good record, for only he can pluck from the unending web of social experience the thread of probable significance" (31 209)

It is possible for teachers to follow an outline meticulously and at the same time fail to sense the significant facts in the case Everett (20) emphasized three essentials which the teacher should possess as a basis for study of his students· (1) direct observation of behavior, (2) awareness of the meaning of this behavior, and (3) an ability to give the student the feeling that he is understood and accepted even though his behavior is not acceptable These abilities are acquired through continuous living and working with persons and through a conscious attempt to observe their behavior and to find out what lies behind it

When social workers are available, the teacher should work closely with them. Mutual benefit results from such co-operation The social worker obtains facts regarding the student's school life and secures an effective avenue for carrying out the recommendations indicated by the case study. The teacher acquires an interest in the student as an individual, and finds a knowledge of his personal difficulties and social hazards indispensable in helping him to succeed in school. If the teacher is unable to co-operate, there should be social workers trained in education who can go back to the school and make clear to the teachers the recommendations of the clinic. Incidentally, the greatest contribution of

such workers lies in the in-service education of teachers rather than in their necessarily limited service to individual students

INTERPRETATION IN CASE STUDY

Students in training for counseling often feel that they have completed a case study when they have merely collected facts and opinions. Piling up evidence from different sources is an aid to, but not a substitute for, interpretation Apparently it takes experience to build an integrated picture of an individual, as the information about him unfolds For example, the evidence in the case of a sixteen-year-old boy yields the following portrait· One gets an impression from the interviews of a high verbal ability, a poetic, original, vivid expression of feeling. As the boy continues to talk, his fears come to the surface—fear of ill health, of failure in social situations, and of being aggressive When his relationship with his mother becomes clearer through interviews with both the mother and the boy, his lack of overt aggressiveness appears to stem from an underlying hostility toward his mother, so intense that he is afraid it will get out of hand if he does not "hold tight." He seems to be caught in his relationship to his mother, who appears to have exploited him for her own emotional satisfaction and thus made it difficult for him to assume his masculine role. As the contacts with the counselor continue, there is an increase in positive elements in the situation—a friend, summer work, and some changes in his attitudes and behavior. The boy's relationship with the counselor also enters into the developing case study In fact, the primary source of the therapeutic gain seems to be the boy's satisfaction in being treated like a person who can be mature and who thinks of himself as an acceptable person Indeed, the relationship with the counselor or with some other respected or loved person is often the heart of the case study, the client may modify socially unacceptable behavior in order to maintain this relationship However, the case study should show whether there is genuine growth in self-direction or merely a "coasting along on transference." If the relationship is to be an instrument of therapy, it should move toward and into relationships in life situations

In contrast to the qualitative, insightful analysis of each case as a unique individual, Bevelson (8) recommended a quantitative analysis of case records. From such an analysis it might be possible to derive certain generalizations. However, to attempt to classify persons and their problems into types and to prescribe treatment on the basis of the specific diagnosis indicated seems far less appropriate in the field of psychology than in the field of medicine.

An attempt to "score" case-study data was made by Dollard and

Mowrer (17). They first identified words in the case study that suggested tension and discomfort and relief from tension. Then they computed the ratio of the number of words suggesting tension or discomfort to the number of words indicating both tension and relief from tension. They computed this ratio or quotient for each of thirty-seven pages of a case record and found it to be both consistent, as indicated by a correlation of .81 among eight judges, and valid in the sense of coinciding with actual periods of hope and discouragement in the life of the client. The authors pointed out that this quotient is a summative measure of tension but does not indicate various drives of the client, his family, and his community.

The difficulty in interpreting personal documents and case-history data was clearly brought out by Elkin (18). This investigator submitted a life history written by a delinquent boy to thirty-nine psychiatrists, psychologists, sociologists, anthropologists, social workers, and laymen. Although they agreed on some of the surface characteristics, they disagreed widely in their interpretation of the origins and springs of behavior and of the adequacy of the person's adjustment.

For inexperienced workers the following questions may be helpful as a guide in the interpretation of case-study data.

1. What other information is needed?

2. What emotional trends are indicated in the whole situation and in the personalities involved?

3. Who are the persons most closely involved in the case? What are their attitudes? What effect do their attitudes seem to be producing in the individual? What are the factors in the parents' attitudes that seem to work against the child most seriously—to cause the most damage? What elements in the parents' backgrounds might account for their attitudes?

4. What elements in the situation make things more difficult for the person?

5. What are the recurring factors, if any?

6. What cause-and-effect relationships are apparent?

7. What mental status is indicated by achievement records, observation, and the results of tests?

8. Is there evidence of unalterable physical defects?

9. Where is the individual getting his satisfactions? What normal satisfactions is he not obtaining? What does he get out of his truancy or other misbehavior?

10. Does the difficulty seem to lie primarily within the individual, or in the environment?

11. What avenues for further education are suggested?

12. What social activities seem to be called for?
13. What vocational paths are indicated?
14 What conditions are likely to lead to good adjustment? To poor adjustment?

Among the factors contributing to maladjustment which are frequently emphasized by case workers are these economic handicap—poverty in and of itself as a cause of maladjustment, physical handicaps and diseases, mental retardation, racial handicap or any minority-group handicap, broken home and other severe family tensions, parental ignorance, indifference, oversolicitude, excessive domination; physical, mental, or emotional handicaps or chronic illness on the part of members of the family, hereditary constitutional factors, bad companions; conflicting ideologies These factors may not cause maladjustment, but they tend to do so The personnel worker should go through the record of the individual's behavior and try to interpret it in light of the factors in the situation and in the individual's development

The personnel worker should resist the urge to interpret a case from his own "pet" angle A ready-made label such as "guilt feelings," "inferiority complex," "insufficient mentality," or "poor environment" is too often substituted for a more searching study of the complex causation of a developmental difficulty. There is danger of reading into adolescent behavior too much of adult difficulties and problems There is a temptation to be distracted by the spectacular and to be misled by a plausible explanation. A student's behavior is not always what it appears to be, and symptoms must not be confused with causes Another danger lies in attributing too great authenticity to unchecked statements made by parents and teachers. Accordingly, an interpretation must be made in light of all available facts and all possible explanations. The skillful interpreter of case-study data has a constructive imagination which enables him tentatively to go beyond the data in reconstructing the background of the case and in seeing relationships

Interpretation, as in the case briefly described on pages 224–225, should lead to suggestions for further treatment of the individual himself or of conditions in his environment that are giving rise to or intensifying his maladjustment, or otherwise interfering with his best development

PLANNING, CARRYING OUT, AND EVALUATING TREATMENT

On the basis of the understanding gained from the case study, the counselor is able to treat the client more wisely, even though the analysis is still largely subjective and intuitive. In some cases, factors of which the person is unconscious are influencing the present; these must be

faced. In other cases, conditions in the present are most important and the person has resources within himself to handle the situation In still other cases, the person is not able to handle the present without active support and help from the counselor.

The social case worker not only stimulates the person to use the resources within himself, he also takes an active part in supplying knowledge when it is lacking, supplementing meager environmental opportunities, and giving support through the professional relationship. Thus the case study may contribute to the correction of community as well as personal maladjustment. He evaluates the person's response to the treatment and attempts to follow up his adjustment for a period of time after the termination of the contact

Precautions and Limitations

Psychiatrists have warned against inadequate, amateurish case studies Dr Howard of the Massachusetts General Hospital feels that they might intensify emotional conflicts and lead to real neuroses (3)

Allen's emphasis, so well stated in the following quotation, will help the counselor to avoid spending too much time collecting information about the past and neglecting the dynamics of the present:

It is the actual reality of the troubled parent and his disturbed child and not the historical narrative per se which holds the central interest in therapeutic work The healing values inherent in the present experience in which therapist and patient meet are sidetracked and even lost when we overlook the present and follow only the tortuous and endless task of trying first to evaluate all that has preceded To understand the present, even though its content may be largely in past terms, is our major therapeutic responsibility, and from that understanding can emerge, actually, a better evaluation of the past (1·56) (Reprinted from *Psychotherapy with Children*, by Frederick H Allen, by permission of W W. Norton & Company, Inc. Copyright 1942 by the publishers)

Reliability and Validity of Case Material

As with other counseling technics, the reliability of case studies cannot be ascertained by means of the usual statistical devices The best indication of reliability is the impression one gets of accuracy and psychological authenticity within the case study itself (94 266–67)

The validity of a case study depends on the accuracy of the observations and of their interpretation and synthesis According to Young:

. validity is hard to establish in a quantitative manner But relatively satisfactory validity may be obtained by comparing the verbal responses with overt conduct, by verifying the individual's own story against the accounts of others . and by detecting consistencies or inconsistencies between thought, word, and action (94 267)

This view regards behavior in real life situations as the criterion against which the case study is validated However, there is another kind of reality—the reality of the client's attitudes and feelings—which is equally important and often at variance with life situations The counselor should recognize both kinds of reality and consider a case study valid if it presents accurately both the client's view of his world and his environment, and his behavior as it is seen by the counselor and by other persons

Several studies of the reliability or consistency of interpretation of case-study data have been made Hollis (37) presented six detailed case studies to nineteen case workers from five cities These workers read the studies and made fundamentally similar interpretations of the cases Fenton and Wallace (23) asked the persons who had originally classified the cases referred to the California Bureau of Juvenile Research to reclassify a sampling of one hundred cases, using the same criteria as in the original classification. They found the agreement with the first classification to be fairly high Lazarsfeld and Robinson (45) emphasized the importance of first defining the basis of classification in the form of a continuum. They then analyzed the cases for items relevant to the classification and gave each a numerical value which could be added up to give an exact score or index of the position of each case study on the continuum. Marzolf (53) likewise advocated the use of laboratory experiments and statistical methods to supplement and check the intuitive conclusions of the clinician.

Personnel workers at the University of Minnesota have tried to evaluate case-work methods employed in the treatment of student problems (92) As a result of their study, they have advocated, in student personnel work in college, the systematically structured case study as a basis for the diagnosis prerequisite to counseling (16).

Attempts have been made to evaluate family case work and clinical treatment of disturbed children Three out of four of the cases seem to have been treated successfully as judged by the workers (33) and by evidence of adjustment in the home, school, and community (42).

Research workers have been interested in the case study as a means of making a prediction. One method of doing this is by quantitative analysis or scoring of the data. Reducing case-data to items in a five-point descriptive rating scale seems to be an unnecessarily cumbersome way of predicting adjustment However, Hill (36) concluded from his attempt to predict the adjustment of 135 delinquent cases that it is possible to make the case study more valid by standardization. Burgess (11) pointed out that the insight and judgment required to make a prediction by

considering each case in its entirety prevents standardization. He described four types of predictive procedure: (1) intuitive judgment after review of the material, (2) "analysis of the case in all its individuality", (3) typology of the total case, or (4) a new method of factor analysis (11 330–32) Sarbin (74) found little difference between the accuracy of predictions of college achievement based on clinical case studies and on statistical treatment of nonclinical data He concluded that "statistical predictions, being more easily determined and at least as accurate, are to be preferred" (74 602) From the standpoint of counseling, however, the case study as a whole gives a much more valuable background for understanding the individual than do the quantitative data alone

Further Research Needed

There is need for research that will help the personnel worker to understand the significance of the facts which he collects about students. Even specialists frequently attach significance to certain behavior and to certain environmental factors without really knowing the true relationship of these items to the difficulty in adjustment. One way of determining the significance of case-history data is to study the data that have been accumulating in schools, colleges, and guidance clinics A good deal of work has been done in analyzing case histories with a view to discovering generalizations and relationships A number of examples of this kind of investigation may be found in the *Smith College Studies in Social Work* The method, in general, is to select a number of cases according to one common factor, such as failure in school work of a group who are not feebleminded, or of a group living with one stepparent The frequency of occurrence of other facts about this group is compared with their frequency in a control group. A less analytical use might be made of these case studies: namely, a synthetic study of the patterns of factors associated with a given problem By a co-operative arrangement, a large number of cases involving a certain kind of problem might be collected from clinics all over the country. This would facilitate study of the patterns of behavior associated with the problem, and would remove two limitations often found in published studies. the small number of cases and their non-homogeneous sampling with respect of age, sex, and other factors

Much more research needs to be done on the value of case studies in client-centered counseling One approach might be to analyze sound-recorded interviews of different kinds to see when case-history data are used or needed. Introspective reports might be obtained from clients as to how they feel about the case-history-taking process.

Concluding Statement

The case study is a growing synthesis of facts and insights about an individual, made for the purpose of helping him to develop his best potentialities The creative case study is a continuously growing pattern of personality dynamics, not a mere collection of facts It encompasses the conditions under which the individual lives as well as his inner world of meaning and feeling From the worker's first impressions of the individual's appearance, speech, and manner and his school and work record, his understanding of the individual grows as the work with him continues Both counselee and counselor see more clearly the kind of person he is, and perceive the conditions that are favorable and unfavorable to his self-realization

CHAPTER IX

Therapeutic Methods

According to Jessie Taft,

> Therapy is a process in which a person who has been unable to go on with living without more fear or guilt than he is willing or able to bear, somehow gains courage to live again, to face life positively instead of negatively (47 283)

The success of any kind of therapy depends on three conditions the client's capacity to respond favorably to treatment, the skill of the therapist, and the client's life environment, including the ways in which other persons respond to him.

It is impossible to separate diagnosis from therapy The choice of tests, the way in which they are administered, the process of interpretation—all influence the counselee's relationship with the counselor and help to shape his idea of himself. Similarly, the writing of an autobiography or any other personal document is part of the psychotherapeutic process (25) The interpretation of case-study data also has possibilities in so far as it helps the individual to gain a more positive orientation. Rheingold (40) illustrated this point in his description of methods of interpreting to parents the mental retardation of their children.

Environmental Therapy

Environmental or milieu therapy is the process of helping a person "to face life positively" by creating a more favorable environment for him—giving him opportunities in which he can discover for himself that the world is not entirely hostile and that he can handle life situations successfully. Such experiences are important in the development and adjustment of the high school and college student Everyone connected

with an institution may make a contribution to this positive development of personality By considerateness, friendliness, and understanding each may make a difference in the daily life of the student. They all help to create an atmosphere which fosters students' growth toward maturity In short, the school or college environment itself is an instrument of therapy

One step toward creating such a favorable environment is to provide each student with the experiences he needs—suitable courses, work and physical activities, opportunities to be of service, to take responsibility, to make choices For example, a teacher who takes a friendly personal interest in a student may give him an opportunity to develop and use some special talent, may modify his program or assignments so that he can succeed in them, or may suggest to a chairman that the student has some ability that the committee needs Frequently a withdrawing student learns to relate himself to others in a small congenial committee There are many other modifications of environment, such as a change in the attitude or behavior of parents or fellow students, that may help a student to make a good adjustment

Therapeutic experiences should be graded to fit the individual first the simpler activities for which the student is ready and which he is able to handle, then progressively more demanding activities, as the student grows in ability to cope with them. Thus through a variety of suitable experiences, the student may discover for himself what he can do and what he cannot do, what gives him satisfaction and what results in dissatisfaction If, for some reason, a student cannot find in his home, school, or community the conditions needed for his optimum growth, individual or group psychotherapy is necessary

Research on the effects of therapy has been inconclusive because of small numbers of cases, difficulty in defining and measuring success, and failure to describe in detail the therapeutic process (38). In appraising therapy, any progress toward a more personally satisfying and socially acceptable adjustment is considered evidence of success.

Group Psychotherapy

Group psychotherapy enables individuals to work out their relationships and problems in a realistic atmosphere of social interaction. The group supplies a field in which an individual may relate himself to others In groups, students have the opportunity to bring common problems out into the open, to relieve tension about them, and to develop perspective The individual comes to realize that everyone has some strong and some weak points.

Group therapy not only saves the psychiatrist's time; it also has values

that individual therapy lacks that feeling of belonging and status which comes from being an accepted member of a group, the reassurance of knowing that others are struggling with the same problems, the perception that failure is a part of development, relief from anxiety, and the release of feelings of aggression (15, 24).

Group therapy facilitates individual therapy Group discussion may pave the way for personal conferences as individuals establish a good relationship with the leader, recognize their need for individual help, and realize that going to the counselor is a sensible thing to do, not a sign that something is wrong with one.

Fleming and Snyder (8) found that measurable changes in social and personal adjustment did take place in nondirective play therapy in a group situation Girls responded better than boys for a number of possible reasons. their ability to establish a better relation with a woman therapist, the fact that they had more satisfactory group relations in their everyday life "Water, paints, and nursing bottles were the most important media for expression of feelings" (8 116) Another experiment in nondirective play therapy (27) showed that the greatest release of feeling occurred through action rather than through verbalization

Three experiments in group therapy with adolescent girls (2, 13, 49) gave evidence that girls who were initially unsocial and maladjusted made a marked improvement during extended periods of group therapy Another experimental study of social adjustment oriented to education rather than to psychiatry (19) showed that a group of college freshmen who had been relatively inactive in student activities became more active in college life than did the control group, which had not had stimulation and practical suggestions from members of the staff. Both groups, however, increased equally in social adjustment

Moreover, the therapist may gain clues from the group session that can be followed up in personal interviews Miller and Slavson (35) used group therapy to complement case-work treatment In the individual contacts one boy expressed his unhappiness about his lack of friends, in the group-therapy sessions he obtained the social re-education he needed in order to relate himself to others

Slavson (43, 44) makes a definite distinction between group therapy and group work, others do not It is difficult to draw a sharp dividing line between the two, work with normal persons, oriented to education, merges imperceptibly with work with seriously disturbed patients, oriented to psychiatry. There is probably a middle ground between the two extremes, in which workers who do not have a psychiatric or clinical background but who have studied group-therapy methods can help people make a better adjustment to life

In a therapeutic group, the members help one another Sometimes they go beyond the areas with which the therapist intended to deal. Guiding the interaction among members of the group is the therapist's most difficult task.

THEORETICAL BASIS

Skillfully conducted group therapy releases growth processes within the individual that have previously been blocked. Thus it contributes to normal development. The aims of group therapy may best be accomplished by giving persons the opportunity to express their feelings and to gain insight into the motives and mechanisms of their behavior through play, other activity, or discussion in a group. Some persons seem able to do this in a group more freely and with less resistance than in a face-to-face relationship with a counselor or psychiatrist The presence of others who have similar feelings gives them support and encouragement Moreover, the solutions that other members of the group have worked out may suggest ways in which an individual may solve his problems "Treatment was not merely *in* a group or *of* a group, but *by* the group, and, of course, *for* the group" (9 19) Persons who say little to an interviewer may express their feelings vehemently in group sessions (50 737) In the group the therapist has opportunity to observe the individual's relations with other persons. Thus group therapy enables him to see more clearly than in a personal interview how the individual's inner conflicts are actually affecting his social behavior and how he tries to overcome his difficulties.

FORMS OF GROUP THERAPY

Group therapy takes many forms In addition to play therapy, described in a previous chapter, and activity group therapy—making and doing things together—such as Slavson (43, 44) and others have described, a verbal group therapy—"talking it out" in groups—came into prominence during World War II Under this latter classification are group lectures and discussions for adults perplexed by emotional problems This kind of group provides for little individualization, and, as therapy, is superficial. According to Harms, it "may show momentary results based upon a powerful suggestive element, but this is never identical with a definite cure or recovery" (17:187). An example of this form of group therapy is the series of lectures about the mechanisms of adjustment given by a psychiatrist in the military service. There is little experimental evidence of the value of this sort of activity, although in one discussion group which concerned itself with questions submitted

anonymously, 60 per cent of the patients thought they had improved as a result of the sessions (11).

More individualization was achieved with patients suffering from various mental disorders through interviews conducted in a group Verbatim records of these interviews were taken (31). Treatment of mothers in groups as a supplement to child psychotherapy is another form of group therapy that might well be carried on more extensively The value of this procedure in child development was described in detail by Fries (12) This combination of both free and directed play with the children and simultaneous work with the mothers was reported to yield increased understanding of the child's family relationships, as well as suggestions as to the next steps to be taken in his treatment

Another group method aims to develop the members' recognition of their inner conflicts through free association and by the discussion of problems spontaneously brought up by the group with the therapist playing an accepting, nondirective role (6, 15).

Of three forms of group therapy—(1) lectures followed by the free discussion of personal problems in one-hour sessions, (2) lectures followed by small group discussions on the topics presented in the lectures, and (3) small groups conducted in a nondirective manner—none seemed to bring about satisfactory immediate adjustment (41). It is possible, however, that insights gained in the group may prove to be beneficial in the long run (41 661) In a study of hospital patients which employed a more adequate method for evaluating the results of group therapy, Luchins (32) obtained the best results from the large group lecture and discussion period, followed by small group discussions of from thirty to forty minutes on the content of the lecture as applied to personal problems He found that a course in which patients described and discussed their symptoms had little value. The nondirected program was still less successful—the members passed from griping to boredom to inattention or rebellion. After five of these sessions, the leader had to go back to the lecture-discussion method Luchins attributed the failure of the nondirected procedure to lack of group cohesion In comparing those who had participated in group therapy with the nonparticipants, Luchins found that, on the whole, the participants gave more information in the individual interview, co-operated better on the wards, requested more books, were more friendly with others, and engaged more in discussions and joint activities.

Group counseling is still another form of work with groups Each member of a group with somewhat similar vocational guidance problems thinks through his vocational plans in turn. The others make comments and give suggestions. They often discover that they have certain prob-

lems in common, for example, parental domination of their vocational choice. The group conference method of vocational guidance was outlined by Metcalf (34) and evaluated by means of students' and parents' reactions.

The kind and method of group therapy should vary with the age level (44). Play therapy seems to be more appropriate for young children, activity therapy for preadolescents and young adolescents, and verbal group therapy for older adolescents and adults

PROCEDURES

The therapist's relation to the group has much in common with the counselor's relation with the client He never dominates He accepts each member of the group, eases tensions, knits the group together in a common objective, reflects feelings, offers some interpretation, and keeps the channels of communication open among the members and between himself and each member This attitude on the part of the therapist increases the members' confidence in their own ability to accept the responsibility of facing their anxieties and solving their own problems (5). The insights that they gain carry conviction because they themselves have developed them. The patient gains "a true emotional understanding verified through his own life experiences and . . . not a theoretical concept accepted passively and superficially" (41 664).

Horwitz (20) illustrated the difference in results when the therapist facilitates the process as described above and when he does nothing more than permit the members to act out their fantasies and release their emotion. The latter procedure may be detrimental to one or more of the members and does not constitute therapy. If the therapist focuses the child's attention on the activity rather than on the free expression of feeling, the child may avoid emotional expression by retreating into the play activity. If this happens, the session becomes a play period instead of a therapy period.

With respect to the composition of the group, there is a difference of opinion. Some therapists think that differences in personality stimulate therapy, while others believe the group should be fairly homogeneous. The selection of the members of the group is important (39) Cohen (5) found that the groups that responded best to treatment contained one or two aggressive persons, plus a few respected, mature, and stable persons who were on the road to recovery; the remainder were depressed and anxious patients.

Mentally dull and extremely depressed patients seemed unsuitable for group therapy (6 82) Margolis (33) found that, among thirty boys who had proved to be inaccessible to case-work treatment, those with "psy-

choneurosis," "character disorders," "primary behavior disorders," and "neurotic traits" responded well to activity group therapy, whereas those with "pre-oedipal behavior disorders," "psychopathic personalities," and "prepsychotic disturbances" responded poorly. Other factors found to be associated with the success or failure of activity group therapy were punitive parents, previously inadequate social contacts, and "introverted submissive" personality traits. For children four to twelve years of age Gibbs (14) found group play therapy suitable in the treatment of certain educational problems, cases of slightly generalized anxiety, and behavior *disorders arising from home or school repression* of the child's free fantasy

Small groups of five to ten members are recommended. This gives opportunity for active participation by each member

AIMS AND VALUES

At a minimum, group therapy occupies a patient's time so that he has less time for brooding and complaining A more positive value is to restore the person's self-confidence and ability to do useful work by increasing his tolerance for the strains of everyday life (43) Group therapy may be viewed as "an expression of a new attitude toward the study and improvement of human interrelations in our time" (9 51). It may be applied to whole communities as well as to small groups.

Group therapy has social value to the individual. By working in groups, one experiences give-and-take relationships The self-centered individual finds his attention directed toward other persons' problems The comments of the other members of the group stimulate his thinking With the help of the therapist, he will begin to take some part in the discussion. The group experience may free him to think through his problem more effectively in the face-to-face relationship (32 174) Being in the group decreases his feeling of being alone. It improves his social relations by helping him to understand other persons as well as himself In brief, group therapy satisfies four basic needs (1) the need for acceptance (love), (2) the need for ego satisfaction, (3) the need for creative activity, and (4) the need for social re-education (35)

VALIDITY

It is difficult to appraise therapeutic effects because there are so many uncontrollable variables. Most of the attempts to evaluate group therapy may be criticized for depending largely on general impressions, for not describing in detail the process that produced the results, and for being content with immediate instead of long-term adjustment. Among the best descriptions of group therapy with older age groups and of the most

satisfactory attempts to evaluate it are those reported by Baruch (4), by Cohen (5), by Friedman and Gerhardt (11), and by Sarlin and Berezin (41)

The following factors are necessary for an experimental evaluation

1 Detailed descriptions, preferably based on sound recordings of the group-therapy process
2. Matched groups, each of which has engaged in a different form of therapy.
3 Control group, which has received no psychotherapy.
4 Matched group, whose members have received individual therapy (32 173)

Psychodrama, Sociodrama, and Sociometry

These technics go beyond the counselor-counselee relationship, they are concerned with the interaction of persons in groups In a sense, the role-playing technics of psychodrama and sociodrama lie somewhere between the personal interview and real life group experiences.

PSYCHODRAMA

The psychodrama is a technic in which the patient spontaneously acts out his inner conflicts on a stage with the aid of "auxiliary egos" (trained persons who stand by ready to assist him), a director, and at times a participating audience Spontaneity is the keynote By anticipating situations in which emotional conflict is likely to arise, the psychodrama helps individuals to cope with real life problems. For example, a patient at St Elizabeth's Hospital in Washington

> acted a scene in a taxicab leaving the hospital The auxiliary ego as a taxi driver asked the usual disarming questions The patient had to meet this situation on the stage A few hours later, with his discharge papers in hand, he hailed a cab near the hospital grounds and had a real-life experience with an inquisitive taxi driver that paralleled the psychodramatic scene (10 169)

The psychodrama is oriented to psychiatry and should be carried on only under the supervision of a psychiatrist

The psychodrama has five important components· (1) the stage, which provides an objective setting for extending life beyond the confines of reality, (2) the person who is "asked to be himself on the stage" and to act as he would in a real situation, (3) the director who helps the person select and warm up to the situation to be enacted, his function is also to stimulate and interpret; (4) the auxiliary egos who serve as protagonists and support the person when he needs help in meeting the situation, and (5) the audience, if there is one, which may participate by making

suggestions, and which profits by observing how other persons deal with problems somewhat similar to their own (36). In pantomime form the psychodrama may be used with persons who do not talk readily.

The theory underlying the psychodrama is that spontaneous acting out of a problem situation releases tension, helps both client and therapist to gain insight into the relationships involved, and gives the client opportunity to try out practical ways of handling the life situation more adequately For example, Haas (16) described a sociodrama in which a boy who had spent on himself the nine dollars his mother had given him to buy something for her, played the part of the mother. In doing so, he both revealed and clarified his attitude toward her. Lawlor reported an instance in which the client learned through the psychodrama that her vigorous expressions of opinion antagonized certain people (28) If a client is persistently nonco-operative, the auxiliary ego may play his part, showing him how he appears to other persons

The psychodrama has been called by Moreno "self-directive counseling " The director relies upon the spontaneity of the client

> Both Rogers' techniques [nondirective] and psychodramatic procedures are concerned with providing a permissive atmosphere for the client in which he may explore his problem and reach insights and solutions for himself Not generally understood, perhaps, is the fact that psychodrama may progress either directively (indirectively, through the auxiliary ego) or nondirectively, depending upon the degree to which the therapist wishes to structure the counseling situation (18 80)

The psychodrama has been used most intensively in mental hospitals Moreno (37) studied the use of psychodramatic technics with thirty-three mental cases. By providing

> the patients with an environment in which their egos could expand and in which they could express their delusions and hallucinations to an extent which would have been impossible in an ordinary therapeutic situation we were in a position to arrest further deterioration into the psychoses and, in 25 cases, to guide patients into relationships which were better suited to a life outside the institution (37 17)

By approaching gradually and repeatedly in the psychodrama the personal situation that originally caused emotional disturbance, the patient begins to perceive it with less anxiety or fear—as a situation he no longer needs to fear because he has learned how to handle it (7). The psychodrama introduces a reality element into psychiatric treatment. The claim has been made that it yields "greater therapeutic effect from the amount of time spent" than other methods.

The application of the psychodramatic technic has been widely extended—to the treatment of stuttering and other speech handicaps, to premarital and postmarital counseling, and to therapy for alcoholics

Some attempts have been made to take psychodrama out of its psychiatrically controlled setting and into the home, the classroom, and the training school. A modified form has been used by a mother to train her two small children in the technic of daily living (30) In sessions of thirty minutes a day, stemming from the children's daily experiences, she was able to help them (1) overcome or greatly lessen a deep-set fear, (2) overcome an emotional block of long duration, (3) improve their technics of social relations, (4) achieve understanding and acceptance of the physical abnormalities in other children, (5) learn to meet daily frustrations, (6) prepare for a new experience

Claims for the validity of the psychodrama have been too little supported by scientific evaluation The number of cases is small and the sampling is often haphazard or clearly atypical. The articles, for the most part, are descriptive and theoretical rather than experimental Moreover, there have been few follow-up reports to show the long-range effectiveness of the technic Snyder characterized Moreno's work as "unscientific and intuitive in approach Practically none of his articles attempts to evaluate the outcome of therapy in terms of criteria other than the therapist's observations of what he believes to be a change" (45 333) Yet the method of the psychodrama is widely recognized as a promising method of helping individuals work out their unique emotional and social problems

SOCIODRAMA

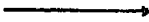
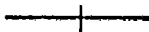
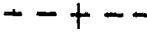
It is difficult to distinguish between the psychiatric psychodrama and the educational sociodrama, or role playing in groups. One distinction is that the psychodrama deals with problems of a deeply personal nature whereas the sociodrama deals with collective problems or situations that are common to members of the group The two technics have many values in common. Both help the individual to "feel with" other persons. This is especially true when roles are reversed, as when an applicant for a job plays the role of the employer or a child plays the role of the parent. Both technics help a person to perceive situations in a more favorable light. The sociodrama is often preventive in its emphasis For example, the sociodrama may be used to help an individual to prepare for a coming event such as going on a journey, entering a new school, attending his first dance, interviewing an employer—in short, any situation that may arouse fear or anxiety This is sound psychology, it is well known that knowledge of how to meet a situation helps to drive out fear. The

sociodrama has also proved valuable in the training of counselors, group leaders, and teachers (3, 23)

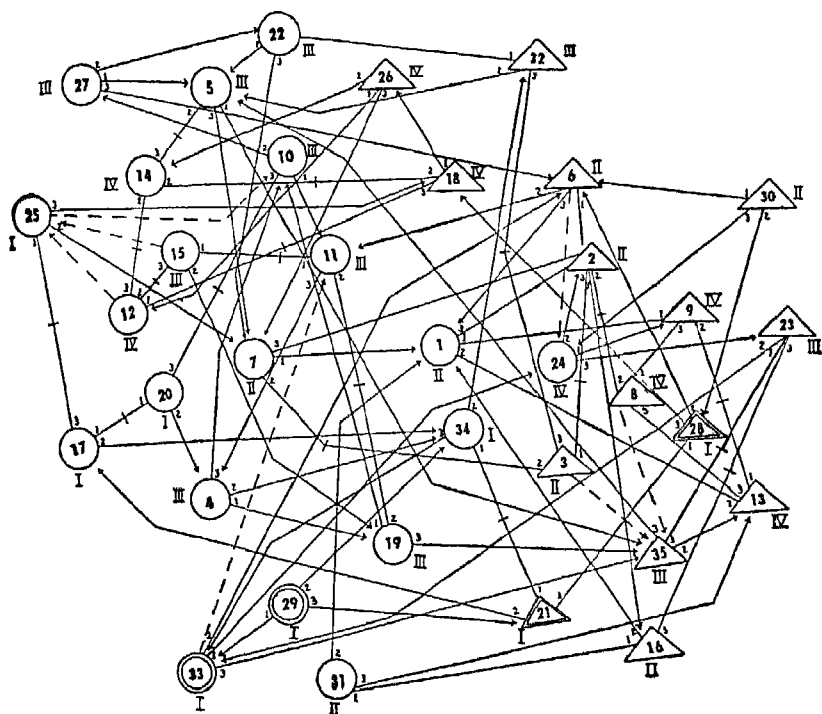
The sociodrama may be introduced into group therapy. Horwitz (20) found this technic valuable when children's spontaneous dramatizations were skillfully handled by the therapist.

Interpretation of the sociodrama presents problems somewhat similar to those offered by other projective technics and by the autobiography It is difficult, for example, to know how much of the sociodrama is reproductive and how much is productive, i e , how much is a reflection of something the participants have seen or heard or read, and how much is their own original thinking about the given situation

SOCIOMETRY

The nebulous discussion of group interaction has been brought down to earth by the sociometric technic, a method of ascertaining natural groupings and patterns of association among the members of a group The method is simple: each person is asked to choose the person with whom he would like to be associated on a committee, at a dining room table, in a homeroom, a recreation group, or some other situation for which a group is actually being formed or for which the present grouping is being changed. In some situations the persons are also asked to name the persons with whom they would not like to be grouped. This should be done tactfully A diagram of these choices, showing the lines of attraction and rejection, is called a sociogram. A procedure for getting choices to be used in forming homeroom groups will illustrate the method:

> What other boys or girls do you want to be in the *same* homeroom with you next semester? You may give three choices, naming the boy or girl you *most* want to be grouped with as your first choice, then the one you want as second choice, and as third choice It's hard to arrange room enrollment for all choices by each person, but everyone will have at least one of his choices We should keep our choices confidential because some people will be choosing you whom you may not have chosen since you had only three choices (23 41).

Jennings emphasizes the following criteria·

1. "The situation should be *real* . . . Choices are not hypothetical."
2. The results are used in making "arrangements for working or living."
3. "There is an *immediacy* to the choosing it is for *right now*" (23 41)
4. The invitation to choose is presented concretely so that the students know exactly what choices are to be made, the reasons for them, and the use to which they will be put. After the choices have been made, groups are formed in which every individual is given some of his choices, his first choice whenever possible.

Legend for Sociogram

= women

= men

= Negro women and men

= unreciprocated choice

= mutual choice (joining two individuals)

= unreciprocated rejection

= mutual rejection

Large Arabic number in circle or triangle = code number for individual
Small Arabic number outlines = degree of choice, first, second, or third
Roman numerals = the group to which individual was assigned on the basis of the choice question

Jennings cautioned against generalizing from a single sociogram It should always be considered in relation to the time it was taken and should benefit the persons involved "The sociometric test should primarily meet the felt needs of the members and not a research need of someone studying their interactions" (23·42).

The sociometric technic furthers effective group work in a number of ways The influence of a group on the personal development of its members is likely to be more beneficial when the members like one another. They will then speak and act more spontaneously, and they will be more likely to carry out activities successfully The sociogram enables the group director to gain in one glance an overall view of the interpersonal structure with reference to the situation described.

Steps in Making a Sociometric Study in a Class of Graduate Students[1]

1. *Making the choices.* Leader says, "You will want to study situations that have offered difficulty professionally and which you would like to see analyzed in sociodrama. Choose the persons with whom you think you could do your best role-playing in these situations. Put your own name in upper left corner of the paper and number 1, 2, 3 below it Opposite *1* write the name of the person whom you would most like to be grouped with for this purpose. Opposite *2*, give your second choice, and *3*, your third choice. Then draw a line under your three choices Sometimes there are persons with whom you might find it difficult to take part in sociodramas or who, you think, may feel this way about you. If there are any such persons, write their names in 1, 2, and 3 order." These choice slips are then collected and the leader proceeds as follows

2. Arrange the choice slips alphabetically, according to names of persons making the choices

3. Write with a colored pencil on each person's slip all the choices (on right side) and the rejections (left side) he has received from other members of the group. To indicate mutual choices, draw a line out from the names mutually chosen.

4. Sort the slips into several piles—those receiving most choices in one pile, average, in another; and least, in a third pile. This facilitates the drawing of the sociogram.

5 On a large stiff piece of paper, place toward the center the individuals who are recipients of large numbers of choices Use circles to symbolize women, and triangles to symbolize men. Be careful to place all

[1] The author is indebted to Dr Helen Jennings for the sociogram on page 245 and discussion of it For more detail on the sociometric technic, see the excellent recent monograph by Helen Jennings, *Sociometry in Group Relations* (Washington, D C American Council on Education, 1948)

the symbols a little off the horizontal or vertical axes so that lines can be drawn directly without making many detours A line should never cut through one symbol to reach another symbol The main object of the sociogram is to make the interrelational pattern clear and visible. To achieve this end, draw each line as directly as possible between chooser and recipient of choice, even though it is necessary to make an elbow in certain lines

After drawing the circles and triangles for the most chosen individuals, add those with whom they have mutual choices. Then toward the edge of the sociogram place those who are least chosen, each one as near as possible to some of the individuals whom they have chosen

In forming groups on the basis of the sociogram, vary the size of the groups, if necessary, to give all members opportunity to work with individuals they have chosen For example, in a group of thirty-five persons, a sociometric choice arrangement may be divided into three groups of eight and one of eleven If the sociogram shows a different choice pattern, then groups of different sizes may be formed. The important objective to achieve is not groups of uniform size, but a "natural" grouping in which each individual has been given the highest choice possible within the situation. This is done by giving as many as possible their first choice, mutual choices, and as many more of each person's choices as can be assigned, at the same time making like provision for all other members of the group. Thus every person has opportunity to be with some persons of his choices In the case of a person whom many have chosen, it may be necessary to give him fewer of his choices in order to satisfy the greatest number of individuals. This is justified on the assumption that the much chosen individual has already learned to relate himself to other persons and would be able to adjust easily to the new group.

Occasionally an individual may be absent on the day on which the choice slips were made, and the director may have to place him in groups before he has made his choice. This was done in the case of No. 33 in the sociogram on p 245

Concluding Statement

Life itself is an important therapeutic agent Many a person has pulled through a difficult period as a result of the therapeutic effect of work, love, and religion. The counselor can use these vital forces in the counseling process, this has been described as environmental therapy One step removed from the use of the environment as an instrument of therapy are the play, activity, and discussion groups Further from real life situations is the sociodrama, in which persons play the roles as they

might be enacted in life. The group role-playing technic enables individuals to experience and experiment with human relationships The aim is to make these relationships more individually satisfying and socially acceptable. Still further away from real life is the psychodrama, a modified form of psychiatric interview in which the patient directs his attention concretely and realistically to his personal problems of adjustment in real life Although the therapeutic value of these group technics has been emphasized, they also have diagnostic value.

In all the technics and methods described in this volume the importance of relationships and understanding has been emphasized The shift in philosophy from appraisal to understanding and from counselor to client influences the use of counseling methods This shift in vantage point makes the observation and rating of traits less important than the more analytic study of behavior and its causes It makes survey tests less useful than diagnostic tests It makes case studies a means to an end, not an end in themselves. The emphasis on understanding tends to make interviewing more client centered and the atmosphere of group work more permissive and creative. Counseling and group work each becomes an experience in self-direction, valuable in and for itself.

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